REPORT ON POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1872-73.

BY

C. PEARSON Esq.

OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, PANJAB.

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Proceedings of the Hon'ble the Lieutenant-Governor, Punjab, in the Home Department, No. 243, dated 16th January 1874.

READ—

Report on Popular Education in the Punjab and its Dependencies for the year 1872-73, furnished by C. Pearson, Esq., Officiating Director of Public Instruction.

REMARKS.—The total amount expended on education and educational buildings during the year was Rs. 12,56,919, being about 3 per cent. of the total revenue of the Punjab, and Rs. 1,25,465 in excess of the amount expended in 1871-72. Of this amount, Rs. 10,67,037 were contributed by Provincial and Local Funds (including Rs. 46,000 collected in the shape of fees) and Rs. 1,89,882 from private sources, including Rs. 58,650 received from Municipalities. The following table shows the details of the principal heads of expenditure for the two years :—

	1871-72.	1872-73.
Direction and subsidiary charges including Book Depôt ...	1,05,322	90,285
Inspection	1,08,023	1,09,215
Government colleges	69,418	70,551
" schools of higher class	43,619	52,253
" " of middle class	1,31,967	1,59,826
" " of lower class	1,65,871	1,71,064
" female schools	13,475	10,315
" normal schools	29,608	29,585
" jail schools	5,932	6,080
Grant-in-aid schools	3,52,022	3,46,265
Buildings, minor, and repairs	21,788	14,106
Buildings, larger, under Public Works Department	49,935	1,41,769
Grants for buildings	13,474	34,232
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Grant to Punjab University College	21,000	21,000

2. The history of the year's progress may be thus summarized : —

(1.) The number of educational institutions decreased from 1872 to 1783, 28 Government and 61 aided schools having been closed owing to inefficiency, failure of funds, or a decline of the local enthusiasm which led to their establishment ; on the other hand, schools of the middle class increased from 153 to 170, and those of the lower class from 1,226 to 1,234. The average daily attendance decreased from 72,143 to 72,076,—the attendance in colleges having fallen off from 90 to 84, in female schools from 9,219 to 7,627, in lower class schools from 44,394 to 44,227, and in normal schools from 370 to 363. In all other institutions there was an increase.

(2.) The success of candidates for the Calcutta University Examination, though not brilliant, was decidedly better than in the average of past years. The only candidate for the M. A. degree passed in the 2nd division ; 8 out of 14 candidates passed the B. A., and 10 out of 25 the First Arts Examination ; but the number of candidates for the Entrance Examination was considerably reduced, and the proportion of failures was large. The number of candidates for the Punjab University College also fell off from 40 in 1872 to 23 in 1873. These results are ascribed partly to the unhealthiness of the year, partly to the inadequacy of the zillah school staff of Amritsar and Lahore, and partly to the fact of a double set of examinations,—those of the Calcutta University and those of the Punjab University College being attempted by many of the students.

(3.) Of the 6 Government schools of the higher class the Dehli and Amritsar schools did fairly in the University examinations; those of Hushiárpur, Gujrát and Derah Ghází Khán have been but recently raised to their position. The Lahore scholars failed owing, in great measure, to the closure of the school on account of cholera; and the Anglo-Oriental School, a branch of the latter, has not proved a success. The Anglo-Arabic School at Dehli, supported by the endowment of the late Nawáb Fazl Ali Khán, is reported to be flourishing.

(4.) Of the 122 middle class schools many are very favorably noticed, and especially the following :—

Ambálah Circle.	Lahore Circle.	Ráwalpindi Circle.	Multán Circle.
Jagádhri.	Rahon.	Gujrát.	Jhang.
Rupar.	Batála.	Kohat.	
Rohtak.	Gurdáspur.	Abbottabád.	
Riwári.	Chumán.	Rotás.	
Sonepat.	Zíra.	Chakowál.	
Gohánah.	Warowál.	Haripur.	
Bahadurgarh.	Dínanagar.	Derah Ghází Khán.	
	Kalanaur.	Ráwalpindi.	
	Kartárpur.	Kalár.	
	Bunga.		
	Phillour.		
	Pálampur.		
	Sujánpur.		

(5.)—Schools of the lower class (village primary schools) were 1,046 in number. In the districts of Gurgáon, Rohtak, Gujránwálah, Siálkot, Jhang, Jhelam and Ráwalpindi, and especially in Jálandhar, the state of the village schools is reported to be generally very satisfactory; in others it is fair; others improving. In the following districts there is great room for improvement:—Ambálah, Hissár, Sirsa, Ludiánah, Lahore, Multán, Sháhpur, Pesháwar, Hazárah and Derah Ismail Khán.

(6.)—Some improvement is noticed in jail schools,—those of the Lahore Central Jail and Female Penitentiary, and of the jails of Dehli and Jhelam are specially commended; and in those of Ambálah, Jálandhar and Ráwálpindi fair progress has been made.

(7.)—Among aided institutions the Punjab University College has been liberal in supplying scholarships to Government colleges, and in supporting law classes at Lahore; its Medical Faculty has given material aid to the Lahore Medical School, and done good service in providing for the instruction of native indigenous practitioners; and its students in the Oriental Department are said to show considerable proficiency, but little has been done in the enrichment of vernacular literature by translations or adaptations from English standard works. The evils resulting to the students of Government colleges by attempting to prepare for a double set of examinations, *viz.*, the Calcutta University examinations for honors, and the Punjab University College examinations for scholarships, has been before adverted to. For this, however, the authorities of the Punjab University College are in no way to blame. Had the Supreme Government been prepared to grant to the Punjab University College the status of a University, as recommended by this Government, the difficulty would have been diminished; but the recent refusal of the

Government of India to grant that status has caused serious embarrassment; but a special Committee of the Senate has been recently appointed to effect, if possible, a satisfactory arrangement without breaking the connexion between the Punjab University and the Government colleges.

(8.) Among the 8 aided schools of the higher and middle classes for Europeans very favorable mention is made of Bishop Cotton's School at Simla, the Lahore High School, the Murree Lawrence Asylum, and the Murree-*cum*-Pindi School, and the Mayo Industrial School at Simla gives promise of success. Of 9 aided schools of the higher class for natives all but one are Mission Schools—at Dehli, Lahore, Amritsar, Ludiánah, Jálandhar, Ambálah, Ráwalpindi and Pesháwar. All are valuable educational institutions, and all save one are reported to be doing well.

(9.) Of middle class schools—the Mission schools at Derah Ismail Khán, Siálkot, Wazirabád, and Pesháwar are specially noticed for efficiency, and the aided Vernacular schools of this class in the following towns are well spoken of by the Inspector :—

Gujarwál.	Ludiánah District.
Malaud.	
Daháráru.	
Jagraon.	
Raikot.	
Palwal.	Gurgáon District.
Firozpur.	

The 9 *Mufid-i-am* schools at Dehli for boys of humble caste under the management of the Reverend J. Smith afforded sound elementary instruction to 219 boys.

(10.) Though female schools have decreased in numbers, it is believed that the amount of real instruction given is larger than at any other time. The 50 schools established by Bába Khem Singh in the Ráwalpindi and Jhelam districts are doing a useful work, and the efficiency of those in the districts of Siálkot and Jálandhar has been greatly improved through the influence and exertions of Mrs. Mackintosh, Inspectress of Female Schools; those at Faraknagar and Sonah in the Gurgáon district, at Raikot in Ludiánah, and Kasúr in Lahore, are very favorably reported on; and an excellent school of the class has been established in Lahore by the Normal School and Instruction Society.

(11.) *Normal Schools.*—Owing to the greater strictness of the examination rules introduced last year, there was great falling-off in the number of students who obtained certificates. The aided normal school of the Christian Vernacular Education Society continued to do excellent work under the superintendence of Mr. Rodgers. The aided female normal schools of Dehli and Amritsar are reported to be successful; but a difficulty has arisen in inducing trained women to take employment at a distance from their homes.

The Ward's School at Ambálah was ably superintended by Mr. Robinson.

(12.) Of 60 students who left college during the year two-thirds have already obtained situations of Rs. 30, Rs. 40, Rs. 50, and in one case of 160 rupees per mensem; 54 students of Zilla schools obtained appointments averaging Rs. 14 per mensem; and 348 boys from village schools obtained appointments averaging Rs. 6 to Rs. 12 per mensem.

(13.) Local Committees of Instruction are generally more favorably noticed, and in not a few districts special commendation is bestowed upon their exertions; among the latter are the Committees of—

	District.
Jagádhri } Rupár }	Ambálah.
Kartárpur	Jálandhar.
Khemkarn	Lahore.
Garshankar	Hoshiárpur.
Dinanagar	Gujránwálah.
Kot Isa Khán	Firozpur.

(14.) During the year measures have been carried out, which, it is believed, will eventually have an important effect on the extension and improvement of vernacular education. The prospects of the subordinate educational employés have been greatly improved; at the same time the examinations of normal school students has been made more searching, and at the close of the year sanction was given to the establishment of mensuration and surveying classes in certain schools in order to develop a taste for engineering and raise up candidates for Rúrki College, to be eventually employed under the District Committees of the Province; but it is to the establishment of District Committees, and to the increased funds now available for vernacular schools, that His Honor chiefly looks for ultimate success in extending instruction among the masses, and enlisting the co-operation of the influential classes in the promotion of education; and His Honor trusts that this is the last occasion on which a decline in the number of village schools is reported in any district.

3. The facts above set forth appear to the Lieutenant-Governor to justify the general conclusion of Mr. Pearson that, though there has not been much extension of education during the year, there is evidence of increasing efficiency in almost all classes of schools. This result, though not of a sensational character, is not unsatisfactory. There has been no sudden expansion, but such progress as was made appears to have been generally sound, and there is an encouraging prospect of future success.

4. His Honor proceeds to record a few observations on topics of importance suggested in the report.

The difficulties of working two schemes of education, that of the Calcutta University and that of the Punjab Universty College, side by side, have already been adverted to. They are fully set forth in para. 18 of the Officating Director's report and the reports of the Principals of the Lahore and Dehli Colleges. His Honor will not finally record his views pending the further communication from the Senate which may be expected shortly; but there appears to be much reason in the remarks contained in para. 20 of Mr. Pearson's report. At the same time, as before observed, His Honor has no desire whatever to find fault with the action of the Senate of the Punjab University College. Their liberal assginment of scholarships has yearly increased the number of students in the Government colleges, and it is only natural that they should feel reluctance to modify a scheme of examination which they have drawn up with great care to meet a difficulty for which they are not responsible. Still His Honor hopes that under the circumstances of the case they will be prepared to come to some satisfactory compromise.

5. With regard to the remarks in para. 11 upon the little attention paid by Tahsíldárs to the educational side of their duties, His Honor believes that one of the advantages which will result from the recent proposals for relieving these functionaries from the present pressure of judicial work will be the possibility of insisting upon greater attention being paid than at present to the supervision of village schools.

6. There is force in the remarks of Mr. Pearson in para. 24. To strengthen the college staff by weakening that of important Zilla schools is certainly a most undesirable arrangement, and has been maintained solely from financial considerations; it is the Zilla school which provides education for the mass of the middle classes; and it is in these institutions that the foundations of future University success are laid; if, therefore, a choice has to be made, His Honor would prefer the strengthening of the Zilla school establishments, and the reduction of the college classes to the arrangement at present in operation. But His Honor hopes it may be possible to meet the difficulty in a manner satisfactory both to Zilla schools and colleges.

7. The Lieutenant-Governor also concurs with the Officiating Director in considering the scope of the scheme of studies for lower and primary schools as somewhat too ambitious. The able and valuable report of the Committee appointed by His Honor for the revision of school text books has received the careful consideration of the Government. Such of the recommendations of the Committee as could be carried out under the authority of the Local Government are being acted upon; and the remainder have been submitted for the consideration and orders of the Supreme Government.

8. The attention of Commissioners and District Officers will be drawn to the remarks in para. 51 regarding the existence of too great a readiness to promote the village to the position of middle class schools on insufficient grounds.

9. His Honor has considered the observations contained in para. 54 of the report regarding the difficulty of applying the grant-in-aid system to indigenous schools in the Punjab; it may be difficult, but His Honor is not convinced of its impracticability in all cases, and adheres to the views expressed in the review of last year's Report, that the policy should never be lost sight of.

10. The remarks regarding scholarships in para. 119 contain much that is true, but the conclusions are not unreservedly accepted by the Lieutenant-Governor. The Officiating Director is of opinion that scholarships are too frequently awarded, not for "special merit," but to students who have simply passed a minimum standard of examination, and that such a system of awarding scholarships requires to be jealously watched by Government. His Honor quite concurs in thinking that the reckless award of scholarships to unworthy recipients is to be deprecated, and that a system which admits of such abuse should be jealously watched; but his acceptance of the principle that scholarships should only be awarded for "special merit" must depend upon the sense in which these words are used. If, as appears probable, the words are meant to denote ability to take a high place in the Calcutta University examinations, His Honor is not prepared to concur in the opinion. Special inducements for education are required in the Punjab, partly in view of the apathy and ignorance of the people, and partly for a more practical end, *viz*, for supplying persons fitted to fill the numerous posts open to natives of ordinary intelligence, such as village accountants, police officers, school teachers, and other officials in every branch of the public service; the demand for these is enormous, while the supply is inadequate in quantity and indifferent in quality; to supply this demand we require—not a limited number of academical graduates, but—a large number of fairly educated men. This being the case, His Honor is of opinion that scholarships of moderate amount should be liberally awarded in connexion with the higher classes of Zilla schools; but, as there is not the same demand for M. A's, the "special merit" system may be appropriately applied in the case of aspirants for higher University degrees, and a limited number of scholarships of higher value awarded to the best of a large number of competitors.

11. The Lieutenant-Governor is obliged to the Officiating Director for his detailed exposition of the state of the Book Depôt. The result, His Honor regrets to see, is not altogether satisfactory; the establishment is apparently excessive; the number of unsaleable books large, and the selection does not appear in all cases to have been judicious. His Honor will be glad therefore if the Officiating Director will submit specific proposals for placing this important institution, which, if properly managed, may be made the means

of doing great service to education, on a more satisfactory footing. It should also be considered whether it is not practicable to make a reduction on the present fictitiously enhanced prices of the books, particularly vernacular rudimental books.

12. In the opinions expressed in the concluding paras. of the Report regarding the desirability of special efforts being made for the extension of technical education, His Honor cordially concurs. Irrespective of the civilizing tendency of such education, it is His Honor's conviction that, unless special measures are taken, the subordinate engineering agency of the province will prove insufficient to carry out the various measures of improvement which may be expected to result from the Local Rates Act and the organization of District Committees. His Honor therefore has willingly sanctioned the establishment of drawing and surveying classes in certain schools, and he gladly accepts the valuable donation of the Mayo Memorial Committee; he has long been awaiting the orders of the Supreme Government, on receipt of which no delay will take place so far as he is concerned in the establishment of a School of Art and Industry at Lahore.

12. In conclusion, His Honor has good reason to be satisfied with the efficiency of the officers of this important department, which has been presided over with great ability by Mr. J. G. Cordery, C.S., who has the merit of combining great attainments as a scholar with the tact, judgment and initiative energy essential to administrative success. He desires also that his acknowledgments be conveyed to the civil officers named in the last para. of the Report, whose active interest in village school education has been conspicuous.

Commissioners of Divisions are further requested to communicate in such manner as they may deem most fitting an expression of His Honor's thanks to the native gentlemen and officials enumerated in the list given at page 56.

ORDERED,—That the above remarks be printed and circulated with the report as usual.

By order of the Hon'ble the Lieutenant-Governor, Punjab,

T. H. THORNTON,

Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1872-73.

INTRODUCTORY STATISTICS.

Distribution of charges.

1. An assignment of Rs. 9,68,092 was made for expenditure on education in the Panjáb during 1872-73, and Rs. 2,750 for printing. Subsequently a building grant of Rs. 15,000 to the Roman Catholic Female Orphanage at Simla was added, making a total of Rs. 9,85,842. This sum was derived from the following sources :—

Provincial Services	...	Rs.	6,05,686
Educational Cess	...	„	2,19,592
Local Rate	...	„	1,60,557

but distinction between Local and Provincial Revenue was not maintained in the account of expenditure.

2. The expenditure during the year amounted to Rs. 8,79,321 or, including outlay upon buildings incurred in the Public Works Department, Rs. 9,97,958, and Rs. 1,06,521 lapsed to Government.

Principal heads of expenditure.

The principal heads of expenditure are as below :—

		Rs.
Direction	...	34,482
Inspection	...	1,07,917
Colleges	...	61,417
Zillah Schools	...	1,38,539
Normal Schools	...	29,585
Grants-in-aid	...	2,20,751
Vernacular Schools	...	2,19,776
New buildings and repairs	...	1,29,687

There was a saving of Rs. 9,000 in Direction and of Rs. 13,000 in Inspection under the heads of salaries and contingent allowances; of Rs. 7,168 from Scholarships in Colleges; Rs. 10,800 from Scholarships in Zil' Schools; and of Rs. 18,959 from a new assignment of Rs. 30,000 for Vernacular Schools. With the exception of the last item, which is due to the delay in opening new schools in consequence of an uncertainty about the effect of the Local Rates Act, most of the savings represent merely Budget Provision in excess of actual requirements.

Numbers of students.

3. The returns of average daily attendance show 51,251 for 1872-73 against 50,497 for 1871-72 in Government Schools and Colleges, and 20,825 against 21,646 in Aided Institutions. The total number of pupils in schools under inspection was 72,076 in the year under review and 72,143 in the previous year. The chief points of difference in the statistics for the two years are an additional expenditure of Rs. 8,634 on Government Schools of the Higher Class due to the formation of Upper Schools at Hoshiárpúr and Gujrát, an increase of 1,718 pupils in Government Middle Schools and of Rs. 27,859 in their cost, and a considerable reduction in Female Schools of all classes.

Explanation of the reduction in numbers and increase in cost of girls' schools.

4. In 1871-72 there were 125 Government Schools attended by 2,573 girls. There are now 91 Schools attended by 2,053 girls. In 1871-72, there were 314 Aided Girls' Schools with an average daily attendance of 6,646, there are now 234 with an average attendance of 5,574. The cost of Government Female Schools has been reduced in proportion, but that of the Aided Schools has risen from 65,972 to 72,883.

The reduction in numbers, which appears unsatisfactory at first sight, is in reality due to the introduction of a better system, as will be shown hereafter; and the increased cost arises from new grants to the Roman Catholic Orphanage at Simla, the Mayo Industrial School, and a Christian Institution at Gujránwála. In other respects the statistics of 1872-73 resemble closely those of the previous year. There has been no great extension of education, but the reports describe increased efficiency in nearly all classes of Schools.

SECTION I.

CONTROLLING AGENCIES.

Changes among superior Officers of the Department.

5. Mr. Cordery officiated as Director of Public Instruction during the whole of the year to which this Report refers, but took leave early in May. Dr. Leitner had charge of the Ráwalpindi Circle until October, when he reverted to his substantive appoint-

ment of Principal of the Lahore College, exchanging with Mr. Pearson, but in February was obliged to leave India on sick leave. Mr. Lindsay, the Professor, has since officiated as Principal of the Lahore College. Mr. Thompson, Inspector of the Multán Circle, took furlough in March, and was succeeded by Mr. Clarke, who had formerly officiated as an Inspector of Schools in the Panjáb. No other changes occurred during the year among the superior Officers of the Department.

New distribution of educational circle of inspection.

6. From the commencement of the present year a new distribution of the Inspectors' charges has been adopted, by which the Ráwalpindi Circle consists of the Ráwalpindi and Pesháwar Civil Divisions, and the Multán Circle of Multán and the Deraját. The object of the change is to make each Educational Circle coincide with the jurisdiction of two or three Commissioners, thereby connecting the work of the Educational Department more closely with the Civil Administration, while at the same time the head-quarters of the Inspectors become more central. The Circles now consist of the following Divisions :—

Ambálah Circle— Inspector and Asstt. Insptr.	Ambálah Dehli Hissár
Lahore Circle—Inspector, Assistant Inspector, and Inspectress of Female Schools.	Lahore Amritsar Jálandhar
Rawálpindi Circle— Inspector.	Rawálpindi Peshawár
Multán Circle— Inspector.	Multán Derahját

Unequal distribution of schools under the charge of the different Inspectors

7. The Lahore Circle, as was remarked by Mr. Cordery in the last Report, is nearly as heavy a charge as the whole of the rest of the Panjáb, and during the greater part of the cold weather the Assistant Inspector has to accompany the Inspectress of Female Schools, who is occupied with two districts only.

Three courses are proposed for relieving the Inspector of the Lahore Circle. Perhaps the best is to abolish the post of Assistant Inspector, and to create a new Inspectorship from the Jálandhar and Ambálah Divisions.

Another suggestion appears in the Report of the Inspector of the Ráwalpindi Circle. It is to withdraw the Inspector where the Schools are so few and far between that a special officer cannot visit them without an inadequate waste of time, and to have the work of inspection performed entirely by the Civil Officers.

The third proposal is approved by Mr. Alexander. It is simply to add a second Assistant Inspector to the Lahore Circle. The influence of an Inspector

depends so much upon his personal intercourse with the people that I should prefer smaller circles without Assistants.

Inspecting work during the year.

8. With the exception of Derah Ghází Khán, which seems to have been omitted in consequence of Mr. Thompson's furlough, every district was thoroughly inspected.

In the Ambálah and Rawalpindi Circles the practice of collecting schools at convenient centres for examination has been discontinued, and, as far as possible, every school has been inspected in its own village. The examination is necessarily less thorough when the Inspector spends half the day in the saddle and in conversing with the people, but experienced Native subordinates are quite competent to complete the work, and the balance of advantage is beyond question on the side of separate inspections.

It has already been noticed that the schools of the Lahore Circle are nearly as many as all the rest in the Panjáb, but otherwise, by a proper distribution of the work, even with our present staff, every school might be visited at home.

There are in the province 1,458 institutions, exclusive of Female Schools, visited by four Inspectors and two Assistant Inspectors. This gives each officer an average of 243 inspections or 40 for each month of the marching season. In populous districts, where schools lie at distances of five or six miles apart, three Primary Schools may easily be visited in one day. In other places it is difficult to keep up an average of two inspections, and of course the more important schools deserve at least one entire day. But the Inspectors should be free from other work during the cold weather, especially from the interruption caused by the Middle School examination which now occupies nearly a month of the best part of the year; and the chief inspections of Zil' Schools, Normal Schools, and other schools in the great towns might be reserved for the summer.

Improvement of the salaries of District Inspectors and School Muharirs.

9. Since the close of the year the salaries of District Inspectors and School Muharirs have been considerably improved. In some cases well deserved promotion has been given, but local feeling in favor of present incumbents was very strong, and the staff has been strengthened only by the addition of four new men, of whom three fill vacancies which would have occurred in any case.

Local Committees of Education.

10. On the whole the Committees of Education are reported of more favorably than hitherto, especially those which have been appointed in villages where the attendance of children depends more upon external influence and less upon any recognition of the advantages of education on the part of parents. Generally I should prefer to make the care of the schools a duty of all persons vested with local authority rather

than to appoint special committees, as if education were a work which a man might take up or leave alone just as he pleased. Loyal co-operation with the Government in all public undertakings is willingly accorded by a custom of the country as beneficial as it is reasonable, and we may always expect from District and Municipal Committees, Raíses, Lambardárs, and others such assistance as they are able to give to the schools in their neighbourhood. But such persons have not usually themselves enjoyed a regular education, and without the encouragement of the Civil Officers they are seldom inclined to exert their influence.

Work of Tahsíldárs.

11. The Tahsíldárs should be taught to regard the care of the schools a regular part of their duty, but too often they pay little or no attention to the subject. In some districts it is now the practice of the Deputy Commissioner to make over the schools as a special charge to an Assistant Commissioner. Excellent results may be expected from this system, including a prospect of making the assistance of Tahsíldárs more valuable than it has been hitherto.

District Committees.

12. The newly appointed District Committees have been entrusted with large powers in the disposal of the funds available for the extension of education among the agricultural classes It is likely that their influence will be more real than that of hitherto existing Educational Committees whose business it has been rather to assist than to control. That they have the will and the capacity to effect much good cannot be doubted, but they are as yet without experience, and I must confess that I have been alarmed by their tendency in some instances to spend large sums in adding to the salaries of well paid teachers and in scholarships rather than in opening new schools. It is true that their attention was directed to these and similar modes of appropriating the balances, but they should bear in mind that "the object of the Government is rather to impart elementary instruction to the masses than complete education to the few," and that a large revenue is not to be dealt with as if it were a mere wind-fall.

SECTIONS II and III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Calcutta University Entrance Examination

13. Although the examinations of the Panjáb University College are recognized in the Lahore and Dehli Colleges, those of the Calcutta University will necessarily rule the course of study until the former institution has the power of conferring degrees or equivalent certificates. In November 54 candidates attempted the Calcutta University Entrance Examination, of whom 21 were sent up by Government

Schools and 33 by private Schools. The number of those who passed was 22 only, of whom 4 in the First Division all belonged to the Dehli Zil' School. The number of candidates is far below the average of past years, and can only partially be excused by the prevalence of sickness during last autumn, and by the attractions of the scholarships offered by the Panjáb University College. As regards the Government Schools of Lahore and Amritsar, it is plain that the staff of teachers, weakened by the withdrawal of their most efficient men to serve in the Colleges, was unable to instruct properly the large numbers thrown in upon them by the abolition of Upper Schools elsewhere, and although the promise is now better, there is still in our Upper Schools a want of teachers who have themselves enjoyed a University education.

First examination in Arts.

14. For the First Examination in Arts there were 25 candidates: 18 belonged to Dehli College, of whom 6 passed in the third Division, and 7 to Lahore College, of whom 4 passed including the only student in Northern India who obtained a place in the first Division.

B A Examination.

15. There were six candidates from Lahore for the B. A. degree and 8 from Dehli. Five of the former passed: one in the first Division, three in the second, and one in the third. Of the Dehli men three passed, one in each Division. The highest place was gained by Baij Nath of Dehli College, who stood sixth on the list in the highest Division, while Shiv Dayál, also in the first Division, and his brother Mulráj, who gained the highest place in the First Arts Examination, have done as much for the honour of Lahore.

The M. A Degree.

16. The only candidate for the M. A. degree was Madan Gopál of Dehli, who took honours in English Literature.

Comparison of results.

17. The results of the Calcutta University Examinations, although better than the average of past years, were disappointing to the Principal of Dehli College, who had an unusually large number of candidates.

The palm this year was carried off by the B. A. class of the Lahore College, but, in the friendly rivalry between the two Colleges, Dehli has also scored some successes.

The following table shows more precisely the results.

Name of Institution.		M. A.		B. A.		F. A.	
		Candidates.	Passed.	Candidates	Passed.	Candidates.	Passed
Dehli Government College	1871-72	2	2	5	2	11	3
	1872-73	1	1	8	3	18	6
Lahore Government College	1871-72	..	...	3	1	10	1
	1872-73	...	..	6	5	7	4

18. Another Section will be devoted to the Panjáb University College, but I should notice here that both Principals complain bitterly of the double system of examinations, which are found to be in practice even more distracting than a mere statement of the case might lead one to suppose. Besides the students reading for the M. A. degree, who can be left a good deal to themselves, the Colleges each contain four classes, or years, pursuing the Calcutta University Course, in whose instruction three European lecturers are usually engaged, and two teachers of oriental literature

Objections to the present double system of examinations.

The four classes are thus regularly employed with some one of the Professors, and the work goes on smoothly enough till the examinations of the Panjáb University take place, when there is an influx of new students and a subdivision of classes which can only be met by such practical devices as may seem most expedient for the moment. Nor is this the end of the difficulty. For the Senate of the Panjáb University, by encouraging excellence in a few subjects only, has adopted a system unsuited to the constitution of the Colleges, which are able to teach up to a moderate standard in a tolerably wide course of study, and by making its examinations hitherto easier to pass than those of the Calcutta University, has admitted students who are unable to keep up with the lectures which they attend, and thus become a drag upon their class-fellows.

Another inconvenience has resulted from their failure to obtain the power of holding examinations equivalent to the B. A. standard. There is reason to believe that the Senate will accept the Calcutta examinations as its own, except in oriental literature, but whatever may be their decision, the Colleges should abandon the attempt to serve two masters even at the expense of the scholarships which have been most liberally provided, and have been the chief inducement to students to follow the Panjáb University course.

19. The question of scholarships is certainly not one which should influence the choice of a scheme of study. The Government of India ruled that only one student in four of those who pass the University examinations should hold Government scholarships. By experience we find that hardly any one will remain at College without a scholarship, and as it is unsatisfactory to keep up a highly paid staff of teachers to lecture to empty benches, the scholarships of the Panjáb University have been most acceptable. But the view of the Government of India was founded upon a conviction that College students and their friends appreciated the value of English education sufficiently to bear at least the expense of books and maintenance, and if this has been proved to be a mistake, it seems better to give more scholarships upon some recognized principle than, as at present, to obtain them upon conditions, and indirectly through a grant-in-aid. Mr. Lindsay, the Officiating Principal at Lahore, has some remarks on this subject which

The question of scholarships.

Report Lahore College, para 9.

deserve attention. His suggestion, that a fixed number of scholarships, *e. g.* 12 senior and 24 junior scholarships, should be permanently offered to competition to properly qualified natives of the Panjáb, is the most satisfactory solution of the question I have met with.

Statement of scholarships awarded during the year.

20. The whole amount of scholarships drawn during the year in both Colleges was as below :—

DEHLI COLLEGE.

From Government	Rs.	2,073
From Panjáb University College	„	3,120

LAHORE COLLEGE.

From Government	Rs.	2,301
From Panjáb University College	"	4,485
From other sources	"	722

As a rule, every student draws a scholarship of some kind. Indeed most of them are dependent upon what they can earn for themselves, and not uncommonly they have to provide for a family too. The connection of the Colleges with the Panjáb University has not been free from disadvantages, it should not be forgotten that their flourishing condition as regards numbers during the last few years is entirely due to the scholarships which have been drawn from that source, and that without this help probably as many as half of those who have passed through them would have been deprived of the most important part of an English education.

Statement of numbers of students in Colleges in 1872-73 and of withdrawals during the same period.

21. At the end of the year the numbers on the rolls in Lahore College were 52, or four less than at the same date in 1871-72, and the Students of Dehli College had been reduced from 56 to 36, a very considerable falling off, which Mr. Sime accounts for in the following manner :—

Dehli College Report, para 2.

" First there was the usual falling off from incompetence, no one being encouraged to continue his studies who, in approaching the higher standards, gets manifestly beyond his depth. Then five of the 2nd year class who failed in the last First Arts Examination of the Calcutta University left the College. Further, five students who had in the previous year passed the First Arts Examination of the Panjáb University College, and who had pledged themselves to the higher examinations of that Institution, left College when the Senate withdrew, at least for the present, from its obligation to hold such higher examinations. Besides, the contribution in January last of fresh undergraduates was smaller than usual. "

During the year 30 students left the Dehli College, of whom 14 are in receipt of salaries ranging from Rs. 23 to Rs. 100 per mensem, and 16 are unemployed. Twenty-eight students left Lahore College, of whom about a fourth are without occupation at present, although most of them are preparing themselves for the public service.

22. In October the Lahore College was visited by the Viceroy, who was pleased to express his satisfaction with the proper sense of the responsibilities and duties of their position displayed by the students of the fourth year class in the essays which they wrote at his request.

Visits of the Viceroy, of the Lieutenant Governor of the Panjáb, and of the Lieutenant Governor of the North West Provinces.

His Excellency on this occasion was accompanied by the Lieutenant Governor.

The Dehli College received a visit from Sir William Muir later in the year.

23. The total expenditure on the two Colleges amounted to Rs. 70,551 The income from fees, which are practically a deduction of Rs. 2 per mensem from each scholarship, was 1,944. The average cost of educating a College student fluctuates with the numbers on the rolls, and for many reasons cannot be estimated exactly. Last year it was stated to be 661 rupees and has now risen to 727 rupees.

Cost of College education.

According to the last published report, the Presidency College had 399 on the rolls, costing each Rs. 299, while at Berhampúr, with 33 students, the cost per head was Rs. 992. The returns from other provinces are to much the same effect, only in Bengal the students bear a considerable share of the expense of their own education.

24. The appointment of an additional Professor to each College is quite essential to secure proper instruction in all subjects Some of the Zil' School Masters who have been attached to the College are in every respect competent to teach up to the University Examinations, but quite as often it has been necessary to employ men who are not qualified even by an ordinary degree. To this in part I attribute the large average number of failures which, although not peculiar to the Panjáb, are distinctly a blot which should be removed. The examinations of the Calcutta University are such as any student of ordinary ability should be able to pass after proper training, provided that he commenced his College course with a sufficient knowledge of the subjects required for matriculation.

The appointment of additional Professors.

But in the first place many manage to pass the Entrance Examination who have never been thoroughly grounded at school, and again at College they cannot have efficient teaching in every subject. Hence we often see a majority of failures as if it were the case of a difficult competitive examination for honors instead of a test which every student who is retained on the rolls should be able to undergo. In the North West Provinces native Professors have been appointed

on salaries from Rs. 250 to Rs. 400 per mensem. Now that we have students of our own who have taken high honours, I am inclined to think that we should be right to follow this precedent rather than to increase the heavy cost of salaries to European officers.

SECTION IV.

GOVERNMENT SCHOOLS,

General Statistics and distribution of Schools.

25. The following Table shows the statistics of all Government Schools in the prescribed from :—

Description of Institutions.	Number of Institutions.	Number on rolls at close of 1872-73.	Average No. on rolls monthly during 1872-73.	Average daily attendance.	Total Expenditure. From Provincial Services.	Total Expenditure. From Local Fund.
Government Schools Higher Class	6	318	269	202	51,337	915
Ditto Middle Class	122	12,106	11,465	9,574	1,39,397	20,429
Ditto Lower Class	1,046	45,556	43,623	35,160	1,59,265	11,799
Government Female Schools	91	2,303	2,423	2,053	8,315	2,000
Government Normal Schools	3	201	203	167	29,585	...
Government Jail Schools	27	4,447	4,447	4,011	...	6,089
Total ...	1,295	64,925	62,430	51,167	3,87,899	41,223

And the distribution of Government and Aided Schools amongst the different Circles is thus shown:—

	1872—73. Schools.	1872—73. Scholars.	1872—73. Schools.	1872—73. Scholars.
Ambálah Circle	478	20,857	456	21,228
Lahore Circle	879	42,167	857	42,459
Ráwalpindi Circle	324	16,987	280	1,7186
Multán Circle	191	9,506	190	9,503
Total ...	1,872	89,517	1,783	90,376

Proportion of the agricultural classes under instruction.

26. The following interesting return, giving the proportion of students belonging to the Agricultural Classes, has been received now for the first time.

1	2	3	4	5	6	7	8	9	10
	Total number on rolls.	Children of Agriculturists.	Children of Non-Agriculturists.	Children of Lambardárs and Patwáris.	Children of other Government Servants.	Children of Traders paying Income Tax.	Children of Traders not paying Income Tax.	Children of Artizans.	Children of others.
Ambálah Circle	19,201	9,136	10,065	1,143	1,904	683	4,741	2,121	624
Lahore Circle ..	32,217	17,085	15,132	2,417	2,623	1,223	6,818	4,468	...
Ráwalpindi Circle	13,923	8,082	5,841	974	1,174	212	1,757	2,698	...
Multán Circle	8,479	4,990	3,489	509	619	138	1,576	1,161	...
TOTAL ..	73,820	39,293	34,527	5,043	6,320	2,251	14,892	10,448	624

Classification of Schools as Higher, Middle and Primary.

27. The Inspectors' reports adhere to the old classification of Higher, Middle and Primary Schools. This report, as last year, treats each Department separately, which for statistical tables is the better plan. All classes of schools are now subjected to general examinations by a common standard.

General Examinations.

28. Below the University Entrance Examination are the Departmental Examinations of the VII and VIII Classes of Zillah Schools, the Middle School Examination for English and Vernacular Schools, the Primary and Lower School Examinations.

Departmental Examination of Upper Schools.

29. The Table below shows the average number of marks gained in each subject in the Examination of Upper Schools in January 1873.

	8TH CLASSES.					7TH CLASSES.				
	Number of Candidates.	English.	2nd Language.	History and Geography	Mathematics.	Number of Candidates.	English.	2nd Language.	History and Geography.	Mathematics.
Dehli Zillah School	20	32	48	47	38	35	19	32	17	23
Lahore Zillah School	12	29	57	45	34	12	27	47	15	29
Amritsar Zillah School	15	30	49	35	41	17	27	48	23	28
Hoshiárpùr Zillah School	...	...	...	...	...	9	34	53	13	22

This Examination was held at the same time with the Departmental Examination of the first and third year classes of the Colleges.

Director's remarks upon the results of Departmental Examinations in Colleges and Upper Schools.

30. The following is an extract from Director's Circular noticing the results :—

"It will be observed that (speaking generally) there has been no notable failure except in English of the VII Class at Delhi, and in the History

and Geography of the same Class at Hoshiárpúr. The failure in English of this Class at Delhi was truly lamentable, and a report upon its causes is now requested through the Principal. The first year Class at Lahore College has also not done so well as might be expected, with one or two exceptions. The corresponding Class at Dehli shows a much higher average of marks. Logic had been excellently taught at Lahore; but Reid's Enquiry had not been at all mastered there, whereas it had been thoroughly understood at Dehli, But the comparative inefficiency of the teaching in the lower Class as compared with the higher is the point that most requires attention."

Failure of the tests for admission to Colleges and Upper Schools.

31. I believe that both in the College and the Schools the inferiority of the lowest class is mainly to be attributed to the failure of the tests for admission. In the Colleges many of the first year students were admitted after passing the Panjáb University Entrance Examination, in which at that time Mathematics was not a compulsory subject. As regards the lowest class of Upper Schools the Table given below shows that in the Middle School Examination held this year, of 142 candidates from Zil' schools 131 passed, a proportion which, viewed in connection with what we know in other ways of the attainments of the boys, proves conclusively that the minimum mark for a pass has been fixed too low.

The Middle School Examination.

32. The Middle School Examination is for students who have completed the Midlle School course. The subjects are Urdú, Persian, History, Geography, Arithmetic and, either English or for Vernacular students four books of Euclid and some Algebra.

The following Table shows the general result of the Examination held in December:—

	Candidates.	Passed.
Zil' Schools	142	131
Grant-in-Aid Anglo-Vernacular Schools	158	114
Unaided ditto do. do.	8	5
Private students	1	1
Vernacular Schools	148	112
Ditto in Gujrát District examined in January	30	16
Total ...	487	379

Of the Anglo-Vernacular Schools the best were Hoshiárpúr, Rahun, Gurdáspúr, Amritsar, and Lahore. Dehli Zil' School, though sending up 21 candidates, was weak in English and general knowledge. The Mission Schools at Jalandhar and Ráwalpindi would have been very prominent but for their deficiency in Persian.

The examination has only been held twice for Vernacular Schools and presents some very anomalous results. The important Districts of Amritsar, Lahore and Gurdáspúr sent up no candidates from 15 Middle Schools, and Hoshiárpúr only two candidates from eight Middle Schools. Three Districts of the Ráwalpindi Division,—Ráwalpindi, Jhelam, Gujrát, in each of which were two Middle Schools only, passed 46 Vernacular students, or more than a third of the whole list. The best Vernacular Schools would appear to be in Jálandhar District. In both English and Vernacular the passing mark was 30 per cent., which experience proves to be low enough to destroy the value of the examination as a test. Another defect, which will not be found in future examinations, was treating Arithmetic, History, and Geography as one subject under the head of General Knowledge. More attention will also be paid to testing the students' retention of what they have read in previous years.

Primary and Lower Examinations.

33. The Primary and Lower School Examinations were held this year for the first time in Vernacular Schools, but the Lower School Standard has been the test for admission to the Middle Department of Anglo-Vernacular Schools since 1868. No orders were issued for holding the Primary Examination in Middle Schools. but it seems to have been held in the Lahore and Multán Circles. In the Ráwalpindi Circle I found the fourth and second Classes generally quite below the prescribed standards, and accordingly sent in blank returns. I do not imagine that the test was strictly applied in other Circles, but I have had no opportunity of comparing experiences. The following table shows the results—

Table of results of Primary and Lower School Examination, 1872-73.

	No. of Schools.	Primary School Examination.		Lower School Examination.	
		No. of Candidates.	No. passed.	No. of Candidates.	No. passed.
Ambálah Circle.					
Zil' Schools	7	...	...	189	150
Aided Anglo-Vernacular Schools... ...	13	...	...	238	135
Government Middle Schools	27	...	...	246	118
Aided do. do.	8	...	...	79	38
Government Primary Schools	273	208	94	1,196	528
Total ...	328	208	94	1,948	969
Lahore Circle.					
Zil' Schools	8	...	...	310	334
Aided Anglo-Vernacular Schools... ...	7	...	...	36	89
Government Middle Schools	32	466	8	...	214
Government Primary Schools	264	1,159	241	...	1,644
Total ...	311	1,625	249	346	2,281
Ráwalpindi Circle.					
Zil' Schools	4	...	...	148	118
Multán Circle.					
Zil' Schools	4	...	...	157	125
Government Middle Schools	6	102	86	...	...
Aided do. do.	8	214	135	...	...
Government Primary Schools	105	763	428	...	...
Aided do. do.	26	178	117	...	...
Total ...	149	1,257	766	157	125
Grand Total	792	3,090	1,109	2,599	3,493

Comparison of the Primary and Lower Examinations with English National Schools standards.

34. The Lower and Primary School examinations, which are fixed after two and four years of study, correspond to the third and sixth standards prescribed by the Committee of Council for schools attended by the laboring classes in Great Britain. The English third and sixth standards come after three and six years of study.

Both tests are given below for comparison. The class books which a Panjáb peasant is expected to master in his second year contain more than 800 pages.

The Inspectors of the Lahore and Ambálah Circles are averse to any change, but I believe that it is impossible for average village schools to satisfy the present standard, and I should be glad to see the strict and simple examinations of English National Schools substituted for our own too elaborate and ambitious scheme.

LOWER SCHOOL EXAMINATION, PANJAB.

1. Reading with facility and explaining a passage from the easier parts of the *Rusúm-i-Hind*, or any work of equal difficulty not in the scheme of studies for Government Schools, and answering grammatical questions (on accidence) arising out of the passage.

2. Reading and explaining any of the class books studied during the preceding year.

3. Writing from dictation, in a clear and legible hand, with not more than four serious mistakes, ten lines from the easier parts of the *Rusúm-i-Hind*, or any work of equal difficulty, not in the scheme of studies.

4. Arithmetic to Compound Division (money).

5. General knowledge of the maps of the Panjáb and of India.

PRIMARY SCHOOL EXAMINATION, PANJAB.

1. Reading with facility and explaining a passage of any Urdú work of ordinary difficulty, and answering grammatical questions arising out of the passage.

2. Reading and explaining any of the class books studied during the preceding year, and answering questions on Grammar.

3. Writing from dictation in a clear and legible hand, with not more than four serious mistakes, ten lines from any Urdú book of ordinary difficulty.

4. Arithmetic, *Zubdat-ul-hisáb*, Part III, to end of compound rule of three.

5. Geography, Panjáb, India, Asia, Countries of the World, with their capitals, and chief natural features.

6. Mensuration, *Misbáh-ul-masáhat*.

STANDARD III.—(Great Britain).

Reading.—A short paragraph from a more advanced reading book.

Writing.—A sentence slowly dictated once by a few words at a time from the same book.

Arithmetic.—Compound rules (money).

STARDARD VI.—(GREAT BRITAIN).

Reading.—To read with fluency and expression.

Writing.—A short theme or letter or an easy paraphrase.

Arithmetic.—Proportion and vulgar or decimal fractions.

Committee for revising Text-books.

35. In February a Committee, consisting of the following members, was appointed by His Honor the Lieutenant Governor to examine the Text-books in use with a view to their improvement :—

J. G. Cordery Esquire.
Rev. C. W. Forman.
A. Brandreth, Esq
C. Hawkins, Esq.
Rev. E. Gulliver.
Bábú Novin Chandar Rái.
C. J. Rodgers, Esq.
Lala Thákardás, B. A
Munshi Muhammad Latíf.
Dr. Rahím Khán, "Khán Bahádur."

Their report, upon which the orders of Government have not yet been received, advocated considerable changes, but omitted to propose reforms touching the choice and distribution of studies.

Their recommendations with respect to the study of the Oriental classes, and of the Vernacular.

36. With regard to Persian Text-books, their advice was to retain those now in use, but to obtain expurgated editions of the *Gulistán* and *Bostán*, and to make some other less important modifications. The want of a good Persian Grammar was noticed. The elementary Urdú Readers were considered to be sufficiently adapted to their objects, with the exception of the third Book, which is much too difficult; but a desire was expressed that Urdú should be read longer than it is now, instead of being only written in the upper classes. In Arabic, Sanskrit and Hindi no changes of importance were proposed.

English Readers.

37. The Committee were agreed that the present four Readers are ill calculated to enable native boys to have a free intelligible and idiomatic use of English, and that a new course ought to be prepared within the country, or by men who thoroughly know it, and who will accept two principles advocated by the committee, viz., that the subjects treated of should be such as can easily be realized and be brought home to the imagination, and that the necessity of inculcating the great lessons of simple morality in these early lessons should be fully recognised.

History and Geography.

38. The *Qasas-i-Hind* and *Wáqiát-Hind*, used as historical text books, were approved provided that glaring defects are removed from future editions of the latter.

For instruction in Geography the *Miftáh-ul-Arz* has the great defect of giving Europe, as compared with Asia and India, the same prominence that it naturally has in English Text-Books. All the parts that deal with Asia require

rewriting. With regard to the sections on Scientific Geography, the Committee hold that the work is not inferior to what can be expected and understood, but they recommend the introduction of Pritchard's Physical Geography into the Normal Schools of the Province, as they attribute the failure of pupils in this branch of the subject to the incapacity of teachers.

Mathematical books.

39. The Arithmetic is an adaptation of Barnard Smith's work, and the Committee were not aware of the existence of any better elementary treatise, nor was there any ground for complaint against the manner is which the translation has been done. For India, however, this edition is not free from the same fault which, in one shape or other, pervades so many of our school books, and the Committee desire that examples in English weights and measures should be given much less freely, and that familiar native scales should be used instead.

The Euclid was considered to be deficient in deductions and analyses, but in other respects to be suitable. The Algebra was approved, although the present edition should be condemned on account of misprints. The present Vernacular treatise on Mensuration is very inadequate, and a translation of Todhunter's work was recommended.

A. GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Six Schools of the Higher Class.

40. There were six Government Schools of the Higher Class; of these Dehli, Amritsar and Lahore have always retained Upper departments. The Anglo-Oriental School at Lahore is properly a Branch of the Zil' School. Hoshiárpúr, Gujrát and Derah Ghází Khán have recently been raised to the Higher Class, the one last named since the close of the year.

The policy of collecting the senior students at three great central schools has certainly not proved a success in the interests of higher education, but I believe that the Middle Schools have been much improved by the change, as the classes were often taught by masters of inferior attainments. I shall have occasion to touch upon the question of scholarships in another paragraph, but the plan of granting an Upper School establishment, whenever there are boys enough to fill the classes, promises to answer well.

Dehli Zil' School.

41. The Dehli Zil' School and its Branches are under the control of the Principal of the College. The number of pupils on the rolls at the close of the year was 108. The expenditure amounted to Rs. 12,219, including an item of Rs. 1,530 paid as a sustentation allowance to pupils of the Upper School who attend from the outlying stations; with regard to which Mr Sime makes the following remark :—

"Whatever may be the necessity, for the present, of these allowances, I am convinced that it is the beginning of a bad system, which can only in the remotest degree compensate for the want of District Upper Schools."

For the Entrance Examination of the Calcutta University, 11 candidates were sent up, of whom seven passed—four in the First and three in the Second Division. In the Entrance Examination of the Panjáb University College, the three highest places in order of merit were occupied by students of this school.

In the Departmental Examination, as has already been noticed, the VII class did badly, and the 18 students who were promoted into the Upper School having passed the Middle Standard, obtained very low average marks. The Staff of the Upper School includes some of the most efficient teachers in the Department, to whom no doubt the success of the school in the higher examinations is due, for it does not appear that the VI and VII classes have been properly taught. Having visited the school recently, I can testify to the excellent order which prevails in the school. The Head Master is Mr. Beddy, who has held the highest appointment on the Zil' School establishment for some years.

Lahore Zil' School.

42. The Lahore Upper School has improved, especially in discipline, under the good management of Mr. Staines, the Head Master. There was a lamentable failure at the last Calcutta University Entrance Examination, when not a single student passed from this school. The Inspector considers that this result is due to the loss of three months last autumn, immediately before the examination, when the school was closed on account of cholera and fever. The staff of teachers, however, is not strong in attainments, and it was only last year that the recovery of the school from a period of depression was first noticed.

When I visited the school lately I thought that the IX class had a good prospect of passing the next Entrance Examination. It is a very satisfactory circumstance that the Upper School, which two or three years ago consisted almost entirely of stipend-holders from District Schools, now contains a large proportion of Lahore boys.

The Anglo-Oriental School at Lahore.

43. The Anglo-Oriental School has not proved a success. At the beginning of the year there were 46 students, of whom 16 were dismissed for want of application to their studies. At the close of the year, including new admissions, there were 34 students. Fees were collected to the amount of Rs. 346; but as a sum of Rs. 2,600 was expended in scholarships, the increase in fees has no significance.

The students are selected from among those who pass the Middle School Examination in Vernacular, and they are expected to prepare themselves for the Calcutta Entrance Examination in four years. Thus they commence the study of English at an age when it is too late to acquire it easily, become disheartened, and look about for employment. Besides, the staff of teachers is decidedly unequal in attainments to the difficult task imposed upon them. I am inclined to think that it will be advisable to draft off promising students into the Main School, and to break up the separate establishment, and after consultation with the Inspector I shall probably submit a proposal to this effect.

Amritsar Upper Zil' School.

44. The Upper School at Amritsar passed 5 students at the Calcutta Entrance Examination, and appears quite to have recovered itself under Mr. Doran, and, since his transfer on promotion, under Mr. Harvey, whose services are highly commended.

Athletic Sports.

45. Gujrát has been raised too recently to the Upper Class to deserve any special notice here, and Derah Ghází Khán was a Middle School up to the end of the year. In athletic sports the lead was taken by Amritsar. A series of cricket-matches was held at Amritsar in February in which the Amritsar, Lahore, Batála, Gurdáspúr, Hoshiárpúr, and Kartárpúr Schools took part. The Amritsar School was far ahead of all competitors, and on another occasion, in a match between representative elevens of the Panjáb and the North West Provinces, the Panjáb team, which consisted, with one exception, of Amritsar boys, gained an easy victory.

This success is very gratifying, but it may be questioned whether the culture of athletics has not gone far enough in this direction. Bats and balls are expensive in India and altogether beyond the unassisted means of our students. A cricket-match takes up a whole day, and the amount of exercise and pleasure is for most of those who take part in the game an uncertain quantity. I should prefer to see native students engaged in a good game of hockey, which costs nothing, is over in an hour or two, and gives every one his share of the sport. This and other indigenous games should be cultivated every where; gymnastics without a master are sometimes worse than useless.

B. GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Classification of Middle Schools.

46. The term "Middle School" is not easy to define. The tabular statements in the appendix include under this head 24 Middle Departments of Zil' Schools, and 97 Vernacular Middle Schools, of which 16 have English teachers attached and use the Zil' School scheme of studies. A few other schools, similarly constituted, being maintained entirely on the aided system, are not shown here.

The number of Zil' Schools is the same as last year, but the numbers on the rolls have increased from 1,702 to 2,272. A few schools are not in good order, but generally there has been considerable improvement in all respects.

The Anglo-Arabic School at Dehli.

47. The Anglo-Arabic School at Dehli is included in the list of Zil' Schools because the funds are administered by Government. The income derived from the endowment of the late Nawáb Fazl Ali Khán amounts to Rs. 607, of which Rs. 407 are spent upon tuition, Rs. 150 in scholarships, and Rs. 50 rent. At the close of the year there were 70 on the rolls in the Middle Department and 200 in the Lower School. All the students are Muhammadans, and about 100 of them receive small stipends. There is a committee of Musalmán gentlemen who are very careless

about their duties, but the school must nevertheless be considered a success. Formerly several expedients were tried to use this endowment for the benefit of the Muhammadans of Dehli, but none answered their purpose. If the present promise is fulfilled they will in future have an opportunity of obtaining a good English education in a form which appears to be acceptable to them.

Gurdáspúr Central School.

48. The Central School at Gurdáspúr may be mentioned in this place, although it has been brought on to the Zil' establishment since the close of the year. Some time ago an additional cess was taken by the Deputy Commissioner in lieu of school fees, and, as the sum collected was large, it was agreed to start a Central Anglo-Vernacular School for the sons of persons living in the district. The scheme was popular, and the school has prospered ever since it was opened. An excellently managed boarding-house is attached. After the Local Rates Act all irregular cesses were abolished, and the school has been added to the list of Zil' Schools.

Gurdáspúr itself is not large enough to support a Zil' School, but a considerable number of the relations of the Amlah attend. The necessary stipends paid to non-residents are now provided from District Funds. It is a question whether the principle of these sustentation allowances is sound, but I will not discuss it here.

Statistics of Zil' Schools.

49. The total expenditure upon 23 Zil' Schools proper was Rs. 86,831 in 1871-72 and Rs. 89,593 for the year under review. Fees rose from Rs. 5,020 to Rs. 5,729. The Middle Departments of Zil' Schools in which the greatest increase of numbers occurred were at Lahore, Hoshiárpúr, and Gujrát. There is an apparent decrease at Amritsar from 243 to 227, but this is caused by the necessity of forming a separate Branch School for about 60 boys of the third class who cannot be accommodated in the main building. Of 130 who passed the Lower School Examination, 30 only could be admitted on payment of an enhanced fee of 12 anas per mensem. The want of room in Middle School buildings, which was brought prominently to notice in last year's report, is felt more than ever now; but sanction has been obtained for any necessary expenditure, and it is hoped that the new works will be completed without delay.

Vernacular Middle Schools.

50. The number of Vernacular Middle Schools has risen from 79 to 97 and the attendance in them from 8,324 to 9,834. Middle Schools teach up to the VI class, and are supposed to have efficient masters, but no exact rule has been laid down by which to determine the grade of a Vernacular Middle School. Generally speaking they correspond to the old "Tahsíli" or "Town" Schools, but it has been the practice lately to raise any good Primary School to the Middle Class as a reward. Hence there is a good deal of difference in the standard of qualifications required by each Inspector.

The following table will at least indicate the need of uniformity :—

	No. of Vernacular Middle Schools.	No. on the rolls.	Average on the rolls in each school.	Average in the Middle Department.	No. passed last Middle Examination.	Average cost of each Vernacular Middle School.
Ambálah Circle	36	3,259	90	20	41	706
Lahore Circle	45	4,933	110	29	30	693
Ráwalpindi Circle... ...	6	731	122	36	48	504
Multán Circle	10	911	91	27	4	543

Dr. Leitner, when in charge of the Ráwalpindi Circle, was prepared to raise several Primary Schools had the funds been forthcoming ; but the principle of closing some schools to improve the remainder has not been carried out to the same extent as elsewhere. For the Middle School Examination there were 32 candidates in the Lahore Circle, of whom only 2 failed. In the Ambálah Circle 54, of whom 10 failed. In the Ráwalpindi Circle 79, several of whom should not have been allowed to compete, and of those who passed, 17 belonged to schools classed as Primary.

From the small proportion in the Upper Classes of Vernacular Middle Schools in Ambálah Circle, I infer that an attempt has been made to enforce the Primary School Examination standard with some strictness. In the Ráwalpindi Circle I did not feel able to take it into account in authorising promotions.

From the report of the Inspector of the Multán Circle, I infer that the classification is above the attainments of the students.

Teachers of Middle Schools often not able to teach up to the standard.

51. I speak with considerable diffidence, having had no opportunity recently of comparing the schools of other districts with those which have been under my own charge, but the opinion which I have formed from reading the reports is, that the pay of the teachers of Middle Schools has been raised too high, and that several of the schools so classed do not really come at all near to the standard proposed in the scheme of studies. Mr. Cooke, who examined his teachers, remarks that "the results were generally very disastrous. Several teachers, having charge of Middle Schools, failed in subjects they are required to teach their classes."

My own experience was to the same effect a few years ago when the Ráwalpindi Circle included districts now in Lahore or Multán Circle.

The old teachers were almost without exception ignorant of Arithmetic, History, and Geography ; and although the Normal Schools have since turned out some competent men, these cannot be nearly enough for 97 Vernacular Middle Schools.

C.—PRIMARY AND LOWER CLASS SCHOOLS.

The policy of improving good schools by reducing bad ones has been carried far enough.

52. The Primary Schools are District Vernacular, Schools with the exception of 3 unaided Lower Departments of Zil' Schools and the Lower Department of the Anglo-Arabic School, which are shown separately.

It is now generally admitted that the policy of reducing elementary schools has gone far enough, but the returns still show a decrease in the number of schools, except in the Ráwalpindi Circle. Several schools, however, have merely been transferred to the Middle Class.

Primary Education in the different Circles compared.

53. The following table will serve to illustrate some of the points to which I wish to draw attention :—

Statement of Primary Vernacular Schools.

	Number of schools 1871-72.	Number of schools 1872-73	Number on the rolls at the close of 1872-73	Percentage of students in the lowest class.	Average cost of each school.			Average cost of educating each pupil.		
Ambálah Circle	296	281	9,487	70	170	0	0	5	0	0
Lahore Circle	478	468	20,560	62	150	0	0	3	6	0
Ráwalpindi Circle	173	189	10,899	67	173	0	0	3	0	0
Multán Circle	110	104	4,232	64	164	0	0	4	0	0
	1,057	1,042	45,178							

There was a decrease of 15 schools, but the numbers on the rolls rose from 44,429 to 45,178, although the schools which have become Middle Schools were naturally among the largest.

The high percentage of pupils in the lowest class is an unsatisfactory feature which is common to all the schools. I should not lay too much stress upon the differences in the returns from different Circles in the absence of a common standard, but the average number on the rolls of Primary Schools in the Ambálah Circle is evidently small, and the cost high. The lowest expenditure for educating each pupil and the highest for each school are in the Ráwalpindi Circle, the reason of which is that in Frontier Districts it is found necessary to give very high salaries, and in the others the number of students necessitates the employment of assistant teachers and monitors.

The best means of extending Primary Education considered.

54. No question is of more importance than the best means of increasing the number of cheap but efficient Primary Schools. The system of grants-in-aid has been found unsuited to the case of indigenous village schools.*

* Despatch of Secretary of State dated 7th April 1859 and subsequent orders of Home Government.

The experience of the North-West Provinces is thus stated in the review of the last report* by His Honor the Lieutenant Governor.

"The intention of Mr. Thomason's Government at that time was to establish a standard Government School at each Tahsíl, and to subsidise and improve by inspection the 'indigenous' village schools, not to supplant them by Government Schools. Before long, however, it was found that the 'indigenous' schools did not possess in themselves any elements which were capable of development into useful schools, imparting even a primary education; and by degrees the principle of establishing Government Schools in the villages was accepted."

I believe that similar attempts to improve the indigenous school without annexing it have been equally unsuccessful in the Panjáb. On the other hand, we learn that in Bengal the Patshálas have readily adapted themselves to the requirements of a sound elementary system of education, and apparently good Primary Schools have been established at much less expense than in Northern India. The question is whether the difference is in the character of the indigenous schools or in the system applied to them.

Mr. Woodrow's report upon the improved Patshálas in Bengal.

55. Mr. Woodrow, the Officiating Director in Bengal, in his report for 1871-72 (page 56) sums up the work of the Patshálas thus:—

"Patshálas are practically Government Schools. On the 31st March they were 1,801 in number and contained 45,702 pupils, and cost Government Rs. 92,115 out of a total of Rs. 1,49,445. Hence the average cost to Government of each Patshála was Rs. 51-0-6. On every rupee of expenditure on these schools Government pays 10 annas and the people 6 annas. Probably something is given in the shape of food and clothing which is not regularly brought to account; but yet there is reason to fear that whenever Government takes up a village school the people diminish their contributions."

The average payments of fees were Rs. 31 in each school and Rs. 1-4 for each boy. The average number of scholars is 25 in a Government Patshála, and 11 in an indigenous Patshála. The Gúrú of the former has generally gone through a course of instruction in the Government Normal School, and his school, though of a more humble character than our own Primary Schools, is equally under the control of the officers of Government.

The indigenous Patshála described by Bábú Bhudeb Mukerjí.

56. The unimproved Patshála is described by Bábú Bhudeb Mukerjí, Inspector of Schools in the Rájshahi Division; (page 141-3). The course consists of:—

(1). The elements of reading and writing.
(2). Addition and subtraction, the multiplication table.
(3). Agricultural and commercial accounts.
(4). The composition of business letters, petitions, grants, leases, &c.

But most Gùrús want the capacity to carry their pupils beyond the 2nd stage of progress. The pupils of the improved Patshálas are said to be better in all respects excepting hand-writing.

* Report on Education N. W. P. 1871-72, paras 3, 4, of orders of Government.

In Northern India the Máhájani School, which corresponds most nearly to the Bengal Patshála, cannot furnish the nucleus of a good Primary School.

57. Now it appears to me that there is one important difference between the indigenous schools of Bengal and of Northern India. The Bengal Patshála takes its pupils in the right direction, and the Government system of education is merely an improvement upon this. With us the schools in which Banyas' accounts are taught correspond most nearly to the Bengal Patshálas, but the written characters which they use are not uniform, every commercial centre having its own alphabet, and consequently the course of study in the improved school must commence from the beginning. It is even more impracticable to attempt to lay a foundation upon those schools, if they may be so called, in which little children learn to read by rote a few pages of the Qurán.

The Persian *Maktab* foundation of the Government Primary school in Northern India

58. The Persian *maktabs* have been extensively absorbed into our vernacular schools. It is only within the last few years that pupils taught in our own schools have been available for teacherships, and there is some danger in exchanging the hereditary Mulla who can always be retained, for a young man who is looking out to better himself, and will be off at any moment if he does not get as much pay as he thinks he deserves.

But where the chief difficulty of getting the people to accept education exists, there, the Persian *maktab* is not found. Two or three boys may be seen reading Persian in a mosque, but there is nothing which might form the nucleus of a school, and hence the almost insurmountable difficulty of introducing any kind of education in the frontier districts.

Hindi and Gurmúkhi in Primary Schools.

59. Of 49,997 boys in Primary Schools, 4,103 study Hindi (Nágari) and 1,522 Mahájani. The latter, as I have explained, is useful only for the shop, but it is curious that notwithstanding the newspaper cry for Hindi raised by the Hindús, no serious effort is made to use the opportunities which exist. The Nágari scholars are about a third of the whole in the Primary Schools of the Ambálah Circle, and there are many Nágari schools in Kángra and Hoshiárpúr. But Hindi does not lead to employment, and no one cares to go beyond the elements of reading and writing.

Primary Education how to be extended.

60. The extension of Primary Education will not, I believe, be effected by the adoption of any new system, but by constant efforts to make our village schools as cheap and as numerous as possible, and by diverting a portion of the funds which are now spent in sustentation allowances, in a too liberal scale of salaries, and in diffusing a smattering of English.

D. GOVERNMENT FEMALE SCHOOLS.

Government Female Schools treated in connection with Aided Schools.

61. The number of Government Female Schools has been reduced from 125 to 91. Of these 42 are for Musalmán girls in Jálandhar District, and the rest are distributed over 12 other districts. The most important part of the work of female education will have to be considered inconnection with Aided Schools, and I shall therefore reserve my remarks upon Government Schools for a future section.

E. JAIL SCHOOLS.

Progress in Jail Schools.

62. More attention has recently been given to education in Jails, and if the instructions contained in the new Manual are faithfully carried out, a very considerable improvement will necessarily be the result. Where regular study has been enforced, and especially where the prisoners have been allowed to count good marks in school, progress has been very satisfactory; but in too many cases there has been no real effort on the part of the Jail Officials.

Jail Schools at Lahore.

63. The school in the Central Jail at Lahore has very much improved owing to the careful supervision of Dr. Warburton who has been well supported by the Deputy Superintendent and Darogah. During the year 80 men left the Jail, having learnt to read and write Urdú very fairly during their imprisonment, 49 men who knew Persian before are learning English with a view to their employment in the Press. In the Female Penitentiary fair progress has been made, but very little in the Thaggi School.

The Juvenile Reformatory at Gurdáspúr.

64. The Juvenile Reformatory at Gúrdáspúr had been much neglected but the teacher has been changed since, and measures have been taken to have the school put upon a proper footing. The Inspector found that the adult prisoners in the same Jail, who had been a shorter time under instruction, had made better progress.

When in charge of the Lahore Inspectorship for a few months in 1871, I had occasion to make a similar report; and it is much to be regretted that the Jail School, which is by far the most interesting and important of all, should have been allowed to remain in so discreditable a state.

Other Jails.

65. Of other jails the schools at Dehli and Jhelam are particularly commended. At Ambálah, Jálandhar, and Rawalpindi good work has been done. Amritsar and several other jails of less importance are reported of unfavorably.

SECTION V.

AIDED INSTITUTIONS.

Aided Schools. General Statistics.

66. The following is the prescribed statement.

Description of institutions.	No. of schools.	No. on rolls at close of 1872-73	Average No. on rolls monthly during 1872-73.	Average daily attendance.	Grants given by Government.			Expenditure from all sources other than grants given by Government.		
Schools of the Higher Class ...	10	2,286	2,196	1,733	61,833	4	0	43,195	15	9
Ditto Middle do. ...	48	5,227	5,222	4,555	52,669	5	7	53,927	7	7
Ditto Lower do. ...	188	11,247	11'412	9,067	31,238	0	5	33,715	2	7
Female Schools	234	6,353	7,257	5,574	32,804	2	5	40,078	14	11
Normal Schools	6	250	236	196	16,601	9	9	10,201	1	9
TOTAL	486	25,363	26,323	20,825	1,65,146	6	2	1,81,118	10	7

The different departments of Aided Schools are enumerated under one head, and accordingly the transfer of the Gujránwála Mission School from the Upper to the Middle Class more than accounts for the decrease of the numbers in Upper Schools from 2,629 to 2,286. The Gurdáspúr Central School and three Middle Vernacular Schools in Fírozpúr District have become Government Schools, and the new branch of the third class of Amritsar Zil' School is counted as an Aided Middle School. The chief changes during the year are the reduction of a large number of Female Schools and the withdrawal of grants from several unsuccessful Elementary English Schools. Increased grants were given to Branches of Zil' Schools, and in a few other cases. New grants were given to a school for indigent European children at Lahore, to the Mayo Industrial School at Simla, to the Roman Catholic Orphanage also at Simla, and to a proposed school for Artizans at Gurgáon, which was to have combined some kind of industrial training with an elementary general education upon a system which has now been attempted twice unsuccessfully.

The expenditure upon grant-in-aid Schools was Rs. 3,52,022 in 1871-72 and Rs. 3,46,265 in 1872-73, from all sources, of which Government contributed nearly one-half. But building grants and the grant to the Panjáb University College are not included here.

Many Aided Schools are really Government Schools partly supported by local contributions.

67. Many Aided Schools are in reality Government Schools in part supported from local sources. A desire to extend the grant-in-aid system has led to its application in cases where "private enterprise" and "local management" are represented by Government in some of its indirect forms. This practice has

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the advantage of encouraging the activity of local bodies, but their control is sometimes little more than nominal, or serves only to weaken the hands and to diminish the responsibility of the proper Government Officers. But the most serious objection to the present system was clearly pointed out in para. 74 of the last annual report, *viz.*, the difficulty of transferring teachers with a claim to pension to schools on the Aided list, where they are not regarded as Government servants. Thus it is a serious disadvantage to a school to be put upon the grant-in-aid footing, and when it still remains under the control of Government Officers there is no necessity for treating it as a private institution. It would seem better to accept contributions from local sources on behalf of such schools, but to allow them to retain all the privileges of Government Schools. A classification which is not true in fact generally leads to confusion, and it has done so here.

Municipal contributions to education.

68. The estimated expenditure on Education by Municipal Committees for 1872-73 was Rs. 58,650 from an income of Rs. 17,23,470, or more than 3 per cent. As a considerably larger sum is contributed from Provincial Services to the support of schools in towns, the Municipalities cannot be taxed with illiberality, but the proportion borne by each varies very widely. Thus Dehli, with an income of Rs. 2,33,840, gives Rs. 3,000 to education, and Gurgáon Rs. 4,920 from an income of Rs. 66,280. Jhang and Amritsar contribute Rs. 4,080, and Rs. 4,280 respectively, from Municipal incomes of Rs. 30,000 and Rs. 2,27,660. A system so capricious is not likely to be distinguished by economy or by a judicious selection of objects.

I should much prefer a fixed contribution of 5 per cent. from each Municipality for the support of Government Primary Schools, and an equivalent from Provincial Services wherevreer the is no Government or Aided School of the Middle or Higher Class.

AIDED COLLEGES.

Panjab University College.

Objects of the Panjáb University College stated.

69. The Panjáb University College receives a grant-in-aid of Rs. 21,000 per annum, but the details of expenditure are not included in the returns of the Education Department.

The funds are administered by a Senate of European and Native gentlemen appointed by Government. The special objects of the institution are, in the language of the statutes:—

(1). To promote the diffusion of European science as far as possible through the medium of the vernacular languages of the Panjáb, and the improvement and extension of vernacular literature generally.

(2). To afford encouragement to the enlightened study of eastern classical languages and literature.

(3). To associate the learned and influential classes of the Province with the officers of the Government in the promotion and supervision of popular education.

At the same time it was stated that the University College might be expanded into a University hereafter, and accordingly the energies of the Senate have been directed to the organization of Faculties of Arts, Medicine, and Law, in order that the necessary conditions might be fulfilled as soon as possible.

The Government of India has now decided not to grant the full powers of a University, and it remains for the Senate to adapt its measures to the new situation.

The privilege of holding the highest examinations and of conferring the degrees of the Calcutta University at Lahore, would be a just concession to the energy and public spirit which have been displayed, and to the hopes which are not to be fulfilled.

Inconvenience of a double standard.

70. The Judges of the Chief Court and the Governors of the Medical School have wisely kept clear of any embarrassing engagements while freely using the advantages offered by the Senate, but the same precaution was not taken in the case of the Government Colleges, and the result has been a difficulty which can be remedied only by the Government Colleges ceasing to admit any besides those who pass the Calcutta University Examinations, or by the Panjáb University College, recognising those examainations as sufficient in all subjects excepting oriental literature.

The double standard is as unsatisfactory in Arts as it would be in Medicine or in Law.

Principal heads of Income and Expenditure.

71. An enumeration of the principal heads of the budget for 1873 will show the nature of the work which is going on.

Estimated Income.

Savings from 1872	Rs. 15,000	0	0
Subscriptions collected in 1872	„ 6,116	15	0
Fees for 1873	„ 2,000	0	0
Interest on endowments	„ 13,272	0	0
Grant-in-aid	„ 21,000	0	0

The endowments were owing to the munificence of the Maharájas of Kashmír, Patiálah, Kapúrthala, Bháwalpúr and others.

The subscriptions are from private gentlemen and from districts.

Principal Heads of Expenditure.

Scholarships to Government Colleges at Lahore and Dehli ...	Rs. 8,400
The Oriental College—	
(1) for Establishment	Rs. 12,000
(2) for stipends	„ 5,400
Prizes to Pandits and Maulavis	„ 2,000
Registrar and Office Establishments	„ 7,170
National Scholarships, Fellowships, and patronage of Literature (about),	15,000
Law Lecturer and Law Scholarships	„ 3,060

The Oriental College.

72. Since the departure of Dr. Trumpp no Superintendent has been appointed to the Oriental College, but it is proposed to secure the services of an Orientalist in Europe.

It is satisfactory that 6 students have been able to pass the First Arts Examination in the Vernacular.

The text-books in subjects of general knowledge are still very inadequate, and no great improvement is possible without the guidance of a scholar possessing high attainments both in Oriental Literature and in European Science.

Examinations of the Panjáb University College.

73. The following is a statement of the results of the Panjáb University College Examinations held in April 1872 and 1873:—

Arts.	1872.			1873.		
	English.	Vernacular.	Total.	English.	Vernacular.	Total.
Entrance Examination	28	12	46	16	7	23
First Arts Examination	8	...	8	20	6	26

Oriental.		1872.	1873.
SANSKRIT ...	Shastri	...	1
	Bisharadha	11	4
	Pragya	18	9
ARABIC ...	Maulavi Fazil	...	4
	Maulavi Alim	7	8
	Maulavi	21	10
PERSIAN ...	Munshi Alim	3	17
	Munshi	21	28

Scholarships are awarded on a very liberal scale to those who pass the Entrance and First Arts Examinations, and prizes to those who obtain the title of Pandit, Maulavi, or Munshí. Oriental Literature is still studied in the traditional method of the country, but the men spend many years over their books, and their proficiency is much more considerable than those of the Government College students who satisfy the Calcutta University tests in Arabic or Sanskrit.

The Panjáb University Examinations not a test of the relative merit of various institutions.

74. Excepting the Oriental College, no Schools or Colleges make the Examinations of the Panjáb University their special object, and the candidates are therefore supplied in different proportions from different parts of the Panjáb, and the examinations are no test of the relative merits of the various institutions.

The inducement to compete is usually the hope of gaining a Prize or Scholarship, and the certificate of having passed an examination is also valued.

The principle of the Oriental College

75. The principle of the Oriental College is thus described in a report recently drawn up for the Senate :—

"The object of these Oriental students is primarily to devote themselves to the critical study of their classical and revered languages, Arabic and Sanskrit.

"After having obtained this object as well as acquired a good knowledge of modern subjects (such as History, Geography, Natural Sciences, and Mathematics) they will devote themselves to literary pursuits or return to their traditional calling of teaching, what they themselves have been taught, in private Hindu and Muhammadan schools."

Some no doubt will get employment, but it is to be feared that to others the withdrawal of their stipend after the completion of the course will be the commencement of a struggle against poverty. The men themselves say they hope to get teacherships or places under Government.

The extension of Vernacular literature.

76. The expense and inutility of publishing books for which there is no sale have almost entirely checked the production of scientific and educational works in the vernacular. School books are sold in large numbers, but the Panjáb University has not yet taken up this branch. Another obstacle has been the impossbility of filling up the vacant fellowships with mature scholars able to contribute their share to vernacular literature. Dr. Rahím Khán, the Medical Fellow, has written some useful treatises, but the stipends are insufficient to secure the services of competent men who have no other sources of income.

The Law classes.

77. The Law Classes continue to provide useful instruction in a subject which is at present more popular than any other, but tests for admission to a course of lectures and to the examinations of the Chief Court have yet to be organized.

The Faculty of Medicine.

78. The Faculty of Medicine supports the Lahore Medical School with material aid, and has instituted lectures for Hakíms and Béds, who are thus enabled to improve their own methods by as much of the European system as can be applied to them. Students who learn the European method are required to learn something of Oriental medicine.

The Senate as an organ of public opinion.

79. On several occasions the Senate has been consulted by His Honor the Lieutenant Governor upon questions of educational policy, and has offered advice which could not fail to be valued as an expression of well-informed opinion.

AIDED SCHOOLS FOR EUROPEANS.

Lord Canning's minute on the education of children of European descent.

80. Schools for children of European descent are by Lord Canning's minute allowed to benefit by the most liberal construction of the rules for grants-in-aid. They are of two classes, the schools in the hills being generally conducted

on a more expensive scale than in the plains. In the case of persons who, without having the means to send their children home, are able and willing to spend a considerable sum on their education, a sufficient number of schools has already been provided in the hills. But the education of the poorer classes, who indeed are sadly careless of their own interests in this matter, has been a good deal, though not altogether, neglected.

Lord Canning was fully impressed with the urgent need for schools in the plains for children of Europeans and Eurasians, who were growing up in ignorance and vice in the bázárs of the great cities of India, but he thought that it should be left to private enterprise to take the initiative. It turns out that the people concerned are too ignorant and too apathetic to move, and that the voluntary exertions of clergymen and civil officers are unequal to the task. At Lahore five schools of this class are now in existence, and one has been opened recently at Gujránwála, but that is all. In cantonments, where there are European troops, the children of civilians are allowed to attend the Regimental schools on payment of a small fee, but very few avail themselves of the privilege. There seems to be no hope that the end which Lord Canning had in view will ever be accomplished without the active interference of Government.

Bishop Cotton School.

81. The only aided school (for Europeans) of the higher class is Bishop Cotton School at Simla. The reports continue to be good. The average number of pupils is 116. Expenditure for the year was Rs. 15,142, viz., fees Rs. 5,071; grant-in-aid 5,071; proceeds of endowment Rs. 5,000. Boarding expenses are not included in these returns. At the time of the Inspector's visit in August two classes were preparing for Rúrkí, and another for the Calcutta Entrance Examination. The results have been satisfactory. The school was generally well taught in Latin, Mathematics, English and Urdú, but the progress of the boys is very unequal owing to the irregular attendance of the day scholars. I imagine the Principal has the power to dismiss boys who are habitually absent, and the advantages which the school offers are surely sufficient to enable him to enforce compliance with necessary rules.

Other Schools for European Children.

82. I will notice briefly the other schools in the order in which they appear on the list.

The Panjáb Girls' School.

The Panjáb Girls' School at Simla is doing moderately well. There is an average attendance of 53 girls, who pay a maximum fee of Rs. 10. The grant-in-aid was Rs. 300 per mensum. In the opinion of the Inspector, the school is hardly a fit object for a grant-in-aid. Several girls schools of a similar class at Simla are self-supporting.

The Roman Catholic Female Orphanage at Simla.

83. A separate report on the Roman Catholic Orphanage at Simla will be found in the appendix. It appears this year for the first time as an Aided School. It would perhaps be convenient to include this school and the Lawrence Asylum at Sanáwar with the schools described in this section, but the usual practice has been followed.

The Mayo Industrial School, Simla.

84. A large sum of money has been spent on the Mayo Industrial School. There is accommodation for 100 children, and when the plan is completed there will be room for 140. At present there are only 27 children who have been well taught. The object is to supply for the civil Christian population what has been done by the Lawrence Asylums for the children of soldiers. A building grant of Rs. 15,000 has been given towards the purchase of the house, and a monthly grant of Rs. 76 has been sanctioned, but the full amount was not drawn, the expenditure upon teaching only being less than double of the sum provided. It is to be hoped that the Committee will be able to extend the usefulness of this institution, which seems now to be crippled for want of funds for the maintenance of the children who were to have been admitted.

High School, Lahore.

85. The High School for boys at Lahore continues to improve under the able management of the Revd. E. Gulliver, the head master. The average number on the rolls was 36, but it has since increased. Fees amounted to Rs. 2,446, and the proceeds of endowments to Rs. 750. The grant-in-aid, which was Rs. 185 per mouth, has been raised to Rs. 235. An effort has now being made to increase the accommodation for boarders, and it is hoped that sufficient provision will made for children of out-stations whose parents can afford to avail themselves of it. Lord Canning was of opinion that the expenses of boarders in the plains might be reduced to Rs 9 per mensem. and if the expense to parents can be kept down to that sum, a good education will be offered to many who are now without the means.

Other schools at Lahore for children of European descent, and at Gujránwalá.

86. There are besides at Lahore the Anárkalí Girls', School, the Naulakha School for children of persons employed in the Railway chiefly, and the St. James's School, formerly called the Free School, for little boys belonging to the poorest class of Europeans. Lahore is certainly free from the reproach of neglecting the education of this portion of the community.

A Girls' School at Gujránwalá was recently opened for the children of clerks and others, and receives a grant-in-aid of Rs. 40 per mensem.

Murree Lawrence Asylum.

87. The Murree Lawrence Asylum is open only to the children of soldiers, and originated from a memorial subscription amounting to more than a lakh of rupees. It is governed by a committee, and is supported by contributions from Government, by private subscriptions, and by the interest of funds invested. The children have been well cared for by the Principal, the Rev. Mr. Smithwhite, and Mrs. Smithwhite. There were on an average 70 boys and 56 girls of all ages, but there are usually more girls than boys over 15 years. Attempts have been made to introduce industrial training, but with the exception that the girls are instructed in needle-work and domestic arts, not much has hitherto been done.

88. The Murree-*cum*-Pindi School is especially useful to people of the higher classes who spend the summer at Murree. The average attendance was only 27, but in the season at Murree the numbers sometimes exceed 50. The school is not, strictly speaking, one of those which should be aided under Lord Canning's minute, but it is very good and useful in its own way, and in consequence of the half-yearly journeys between Murree and Ráwalpindí, so expensive that it could not exist without the grant-in-aid. Great difficulty has been found in getting a committee to take the management. It is, in fact, Mr. Harris's private school, and the members of the committee feel that their services are required only to show a nominal compliance with the rules.

The Murree-*cum*-Pindi School.

Aided Schools of the higher class for Natives.

89. Aided Anglo-Vernacular Schools, which sometimes occupy the place of Government Zil' Schools, are maintained by the Missionary Societies in most of the great cities. There is always danger of a secession from fear of proselytism in Mission Schools, and occasionally the most respectable and intelligent natives have natural scruples about submitting their children to the influence of Christian teaching, but such difficulties do not much impede the general usefulness of these schools. As a rule, the tact and experience of the Missionaries serve to conciliate the prejudices of the people, while their teaching and supervision are advantages which are not easily obtained elsewhere.

General statistics.

90. The new classification of schools by departments has not yet been applied to Aided Schools, and those of the Higher Class include all these departments, though not the Branches of the Lower School. The Aided Schools of the Higher Class consist of the schools of the American Presbyterian Mission at Lahore, Ludiánah, Ambálah, Jálandhar and Ráwalpindí; the Church Mission Schools at Amritsar and Peshávar, the S. P. G. Mission School at Dehli, and a Vernacular High School at Ludiánah under the management of the Deputy Commissioner. This last is the only school of its class.

Classification of Aided Schools.

91. From Aided Schools there were 30 candidates for the Calcutta University Entrance Examination, of whom 8 passed in the second Division and two in the third. Government schools sent up fewer candidates, but with better results *viz.*, 12 passed out of 21 candidates. In 1871-72 20 boys passed from Mission Schools, and 13 from Government Schools, and in 1870-71, 28 from Mission and 23 from Government Schools.

Results of Calcutta Entrance Examination.

92. The most important of these schools is the American Mission School at Lahore. About 29 boys are in what would be called the Upper Department in a Government School; 171 in the Middle Department, and 183 in the Lower, but the subjects of instruction

Lahore Mission School.

differ so much from those in the Government scheme that an exact comparison is impossible. English is taught n all the classes, from the highest to the lowest, and, while the study of Persian is not insisted upon in any class, it is permitted in all. The number of Branch Schools is 19, with 1,054 names on the rolls, a slight decrease, owing no doubt to the establishment of Branch Schools in connection with the Government School. English is taught in the lowest classes simply because the people like to have it so, but it is also suggested that to acquire a good pronunciation of English it is well to begin it as early as possible.

It is to be regretted that in this excellent school so little care is taken to maintain quiet and order. The Government School is far better in this respect.

The Amritsar Mission School.

93. The numbers of the Amritsar Mission School had decreased, and the grant-in-aid was accordingly reduced from Rs. 450 per mensem to Rs. 400. When the Inspector reported, the numbers had risen considerably, and the school was in good order excepting the Entrance Class.

The Dehli Mission School.

94. All Mission Schools of the Higher Class are doing well except the one at Dehli, of which the Inspector reports very unfavorably.

The Ludiánah High School.

95. The Ludiánah High School is recruited from all the Middle Schools of the district, the highest class in each being the fifth. It is in a satisfactory condition, but I should doubt whether it is worth the money spent on it.

AIDED SCHOOLS OF THE MIDDLE CLASS.

Aided Schools of the Middle Class.

96. Exclusive of Schools for Europeans, there are 46 Schools of the Middle Class; of these 18 are Anglo-Vernacular Mission Schools, and the rest are Government Schools which have been improved through local contributions and removed to the list of Aided Schools.

The number of these schools is two less than last year, as has already been explained. They include schools of very different degrees of excellence. The American Mission School at Ambálah properly belongs to this class, having no Upper Department, but it is still returned as a Higher School.

The numbers had considerably decreased owing apparently to disagreements, but the discipline had been improved. The Fírozpúr School, which is really a Government Zil' School, has not done so well as in former years.

The Mission Schools at Derah Ismail Khán and Siálkót, which occupy the position of Zil' Schools, are in good order, the former having improved much since the last report.

The districts in which Government Middle Schools have been turned into Aided Schools are Gurgáon, Ludiánah, Jhang, Derah Ghází Khán. As I have explained above, the change is not in all respects an advantage. Mr. Clark, the Officiating Inspector of Multán Circle, remarks as follows :—

"I do not know whether it is so throughout the Panjáb, but in this Circle the Aided Anglo-Vernacular Schools which I have seen, and markedly those beyond the direct control of Government Officers, are conspicuous for their want of an appreciation of the smallest conventionalities. The boys are pert and forward, and the teachers, with few exceptions deficient in everything that marks a man as respectable and refined. Indeed they might take some of the most clownish village schools as a pattern in this respect."

AIDED SCHOOLS OF THE LOWER CLASS.

Aided Schools of the Lower class.

97. Aided Schools of the Lower class are the lower departments and branches of Government Zil' Schools (which are generally supported from the proceeds of a Municipal contribution, fees, and a grant-in-aid), branches of Mission Schools, a few Primary Schools aided under Article XIV, and the Primary Vernacular Schools of Derah Ghází Khán.

The Schools are 187, and the average number of pupils on the rolls was 11,371, who were educated at a cost of Rs. 64,249, or more than Rs. 5 a head. The rate is high compared with the cost of Primary Schools in districts, which teach up to the Primary School examination whereas Branch Schools do not take their pupils beyond the second class. The Branches of Zil' Schools are, however, often very well taught, and the lower departments of Mission Schools are among the most expensive schools we have, owing to the practice of teaching English throughout, and to the necessity of paying their inferior teachers at a much higher rate than is usual in Government Schools.

Derah Ghází Khán Schools.

98. The Derah Ghází Khán District was not inspected this year by the Inspector of Schools. I have not yet been able to see the report of the Deputy Inspector who examined all the Schools in April, and the Deputy Commissioner's report gives no information.

In 1871-72 only 161 boys out of 1,128 had passed out of the Lower School, and the report of the Inspector was not very favourable. Some years ago subscriptions were taken from the Zamindárs which, with the educational cess and a grant-in-aid, enabled the Deputy Commissioner to keep up a large number of schools and to pay higher salaries than would have been possible otherwise, but education on the Frontier is not merely a question of money, and I doubt whether the present condition of the schools justifies the exceptionally large expenditure upon them.

AIDED FEMALE SCHOOLS.

Statistics of Female Schools.

99. Under this head I shall describe all classes of Female Schools. Aided Schools have been reduced from 314 to 234, and the numbers on the rolls at the close of the year from

8,095 to 6,353. Government Female Schools have been reduced from 125 to 91, and the numbers on the rolls from 2,984 to 2,303. There are 5 Normal Schools for women, with 226 names on the rolls. The returns for these last are almost exactly the same as in the previous year.

There is no regular system of Female education, but schools have been established in several districts by the Civil Officers, and in connection with the various Missions.

In the District of Jálandhar there are 42 Government Schools for girls, all of whom are Muhammadans, and in the city 30 Hindú Schools, which are said to be much inferior to the former. In Siálkót District there are 19 schools for Hindús and 30 schools for Muhammadans. In Amritsar city there are 45 schools of all kinds. In the Districts of Ráwalpindi and Jhelam 50 schools are maintained by Bódí Khém Singh. The most important of the schools of Christian Societies are at Dehli, (where 100 Zenáná pupils are visited by the ladies of the Mission), at Amritsar and Pesháwar. There are 5 Mission Schools at Multán, but no account has been given of them.

In Government Schools an average number of 2,423 girls were educated at a cost of Rs. 10,315, or about Rs. 4-4-0 each.

In Aided Schools 6,966 girls were educated at a cost to Government of Rs. 20,684, or about Rs. 3 a head, in addition to Rs. 26,349 from private sources; a considerable portion of which latter sum, I suspect, is nominal. Among the best Girls' Schools are those of the Normal School and Instruction Society at Lahore, managed by Miss Fuller, but they do not appear in the returns, as no grant-in-aid is drawn. On an average 180 girls attend Miss Fuller's schools.

Normal Schools for women. How far do they answer their purpose?

100. I have obtained a statement from the schools for training Female teachers, to which I invite particular intention.

Statement shewing the number of women trained in Aided Normal Schools, and those who have obtained employment as teachers, together with the expenditure on the schools since their establishment to 31st March 1873.

Name of School.	Date of establishment	Total number of women trained since establishment of school, including those on the rolls.	Number of women who have left the institution and are employed as teachers.	Expenditure since establishment of the school from Government grant.			Private sources.			Total.		
1 S P G Mission Female Normal School, Delhi	1st October 1863	176	54	13,142	7	8	18,418	15	6	31,561	7	2
2. Indian Female Normal School and Instruction Society's Normal School, Jálandhar	1st January 1870	20	4	4,580			4,580			9,160		..
3 Female Normal School, Amritsar	1st May 1865	56	11	23,029	1	3	7,138	9	9	30,167	11	...
4. Ditto Ditto Lahore	1st January 1865	35	15	29,049	1		5,350	6		34,399	7	.
5. Ditto Ditto Siálkót	1st April 1869	15	4	5,388	7	5	5,410	10		10,799	1	5
		302	88	75,189	1	4	40,896	9	3	1,16,087	10	7

The Normal School for women at Dehli.

101. The Normal School at Dehli may be considered to have answered its purpose sufficiently, but even there less than a third of the women trained during the last ten years are employed as teachers. The Female Training Schools at Siálkót and Jálandhar have been established more recently, and it would be premature to judge them by results, but the cost is comparatively high owing to the small number of students. In all the Normal Schools good progress has been made in the education of the women under training, but, with the exception of the Dehli School, they have done little towards supplying teachers, and are in danger of becoming mere alms-houses

The Normal School for women at Amritsar.

102. The Inspector of Schools says that the Amritsar Normal School has been more successful than that at Lahore in fulfilling the objects of its foundation, but it appears that only 11 women of 56 trained are actually employed, although there are 45 Girls' Schools in the city and 5 in the district.

Failure of the system of training Female Teachers for general service.

103. This unsatisfactory result is due to the want of a common plan for Normal Schools and schools of general instruction. There is a constant complaint that the trained women are unwilling to go out to service, and that, when they do go, they cannot make themselves acceptable to their employers. The remedy for this is, no doubt, to select pupil teachers and other suitable persons for the Normal School, and to receive them back in their own villages after they have been trained.

104. It should be noticed that, although the Dehli Normal School has been the most successful in sending out teachers, the Female Schools of the Ambálah Circle, where it may be presumed these women are employed, are by no means so well reported of as the schools in the Lahore Circle.

The Normal School for women at Lahore.

105. The Secretary of the Female Education Committee at Lahore reports that in their Normal School, which has 68 names on the rolls, 35 women have been trained since 1865, of whom 8 are employed, 2 have been appointed to schools at Gujránwála, 5 are teaching private students, 1 married and left the school, 1 is dead, 7 left the school and are without employment, and 6 are still studying, though declared to be fit for the duty of teacher. He adds :—

"From this you will see that the Normal School has done as much as could fairly be expected of it,—(I do not concur)—but that, unless there is a growing demand for Female teachers, most of the students trained up in it must necessarily revert to their ordinary private occupations. I therefore beg to suggest that now is a fitting opportunity for the Government to establish a number of Primary Female Schools."

Decrease in the number of Female Schools explained.

106. The decrease of Female Schools is thus explained, and justified by the Inspector of the Lahore Circle in para. 73 of his report :—

"Though the number of Female Schools has largely fallen off during the last few years the amount of real education actually given is much larger than at any former time. About ten years ago, when the movement in favour of Female Education commenced, the idea was seized upon by Deputy Commissioners with great enthusiasm, and a very large number of schools were established without any guarantee of the continuance of the funds for their support, or that any real instruction would be given in them. These schools have since then gradually been abolished, many on account of the failure of funds, and many because it was ascertained that nothing whatever was taught in them. There are still many schools which do no work at all beyond providing a regular income for some old village Maulavi, but the majority of those existing are really of practical use, and give an elementary education to a number of girls."

The above is, I believe, a very just account of the past and present condition of Female Education in the Panjáb; but while it is satisfactory that so many useless schools have been abolished, it is to be regretted that they were ever opened or maintained without any reasonable prospect of success.

Bédí Khém Singh's schools in Jhelam and Ráwalpindi.

107. It is due to Bábá Khém Singh to state here that we have undervalued the work done in his schools owing to our ignorance of them. Many, no doubt, were absolutely worthless; but most of those which remain would compare favourably with the indigenous schools for boys in the same districts. There are now 50 of Bábá Khém Singh's Schools in Ráwalpindi and Jhelam Districts. Dr. Leitner inspected several in the city of Ráwalpindi, and I visited most of the District Schools myself.

It was evident that since the schools were opened, about ten years ago, a number of girls have continually been learning to read and write, and sew; and although there is still a difficulty in introducing an improved system, the schools are far from being inefficient.

The influence of Bédí Khém Singh has saved his schools from the fate of others under native management, but the best hope for the education of women in India is from the exertions of Christian ladies, of whom several are now engaged in the work.

108. Mrs. Mackintosh has succeeded in greatly improving the schools in Siálkót and Jálandhar Districts, which she inspects yearly, but the most satisfactory results are produced where the schools are under constant superintendence.

Necessity for proper superintendence of Female Schools.

It is therefore extremely gratifying to learn that a special effort with this object is being made by the Indian Female Normal School and Instruction Society. Four ladies have recently arrived from England to carry on school and zenána work in Lahore and Amritsar. The work of the Dehli Mission is of the same character, and has often been described in this Report. Women trained under such influences will hereafter become efficient teachers in country schools, but for the present it is seldom possible to introduce improved methods of instruction, except under the immediate control of ladies who have had a European education.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A. Government Normal Schools.

Normal School. General statistics.

109. In the 3 Normal Schools at Lahore, Dehli, and Ráwalpindi, 203 students were educated at a cost of Rs. 29,585, or nearly Rs. 150 a head. This sum includes the stipends of the students, which amounted to Rs. 14,373.

The new system of examination for certificates.

110. A new system of examination came into operation in June 1872 which has very materially affected the apparent success of the candidates for certificates. Formerly, the students were allowed to count all their marks in every subject above a fixed minimum, and certificates were given according to the percentage of marks they gained. In this way a man might be very deficient in a few subjects, and might still get a certificate for the rest. It was thought, however, that a teacher should have a sound knowledge of all the subjects taught in schools, and accordingly the students are now examined for a Primary School certificate in the subjects of Middle School Examination. This is ordinarily at the completion of the two years course of study, but provision is made for a third year of study, after which an examination would be held in higher subjects, and success would confer a certificate qualifying the holder to teach a Middle School.

This examination has not yet been held.

The results of the examination held in June 1872, the first on the new principle, were disastrous, and in the examination which has just taken place the degree of success is very much below what it used to be under the old system. The reason is partly owing to defects in the education of the men, and partly, I think, because the examiners have neglected to make their questions so simple as to enable a diligent student of average ability to be sure of getting fifty per cent. in every subject, as he is now required to do.

Misunderstandings of this kind often occur when a system of examination is new, and the larger number of passes in 1873 indicates that this has been the case here, and that we may expect a different result in future.

For comparison, I give below a statement showing the results of examination for three years :—

Results of Examination in 3 Normal Schools.	Number of candidates.	Number Passed.				Number failed.
		First Grade.	Second Grade.	Third Grade.	Fourth Grade.	
1871	59	...	22	25	10	2
1872	70	...	1	...	2	67
1873	45	...	...	...	18	27

Recent change in the constitution of Normal Schools.

111. Towards the close of the year under review, a very important change in the constitution of Normal Schools was sanctioned by Government, which, owing to the unsettled state of the rules for administering Provincial and Local Funds, has hardly yet begun to come into operation.

Briefly it may be described as a change in the system of selecting candidates for instruction in the Normal Schools. Instead of grown up men enlisted wherever they can be found, boys who pass the Middle School Examination are to be engaged as pupil teachers, and eventually trained in the Normal School. The principle is sound, and had in fact been already adopted in a less systematic form; but it was found that if admissions to the Normal School upon the old plan were suspended, the supply of trained men, already insufficient, would be almost entirely cut off, and that the boys engaged as pupil teachers, however useful as assistants, could not be trusted with the independent charge of Village Schools.

The work of the Normal Schools in past years.

112. It appeared from enquiries made while this subject was under discussion, that during the last five years 127 students had passed out of the Lahore School, to receive an average salary of Rs. 12; from Ráwalpindi 132 students, to receive Rs. 8-6-3; and from Dehli 188, to receive Rs. 8. As the average number of students in the Lahore Normal School is more than double of the number on the rolls at Ráwalpindi and Dehli together, there would seem to be some mistake in the statement. The average age of the men under training during the same peroid was 22 at Ráwalpindi and Lahore, and under 21 at Dehli.

There can be no question but that the Normal Schools, even as constituted at present, have been an indispensable aid to the success of our Vernacular Schools throughout the Province and I should be very sorry to see the class of men who have passed through them, many of whom are the hereditary teachers of the indigenous, school entirely excluded by the boys who pass the best examination in our schools, and who are not likely to stick to their profession when they have an opportunity of bettering themselves.

Necessary qualifications for teachers of Village Schools.

113. To be a successful teacher of a Village School, a good deal more is required of a man than to have passed a good examination, and to have learnt how to teach a class. In Frontier Districts, it is absolutely necessary to appoint men of the country, and everywhere moral and social qualities are at least as important as intellectual acquirements. Both, indeed, are equally necessary.

The Inspector of Schools should select and train his men.

114. But I have always thought, and so far as I have been able, have found by experience, that the best way of securing competent teachers for Village Schools is for the Inspector to select his men and watch over their training himself.

I think that each Inspector of Schools should have a Normal School for his Circle, that he should enlist his future teachers when he is on tour, and that he should spend three months of the hot season at head-quarters for the purpose of superintending and teaching in his Normal School, as the Missionaries do in their schools.

Personal knowledge and influence are far more valuable than any machinery which can be devised on paper, and are of themselves certain in time to result in the adoption of the best methods.

Short notice of the Normal Schools at Lahore, Dehli and Ráwalpindi.

115. I have written at such length on the general question, that I must notice very briefly the circumstances of each Normal School.

The Lahore Normal School still occupies the unhealthy and inconvenient building which has been so often condemned, but it will now soon be removed. In the past year the school was crippled by sickness for 5 months. Mr. Rodgers, of the Amritsar Training School, to whom as usual we are indebted for his valuable visits of advice and organization, found much fault with the arrangements, especially the absence of any control over the men out of school. It appears from the results of examination that the education of the men is superior to that which is now given at Dehli or Ráwalpindi, and the Head-Master deserves credit so far, but he allows the school-room and students' chambers to be kept in rather a slovenly style.

The Dehli Normal School has recently been removed into an excellent building in the city, a large quadrangle containing lecture-rooms and students' chambers. The Inspector notes the loss of the services of Munshí Zaka-ullah who was transferred to a Professorship in the Muir College.

The Ráwalpindi Normal School occupies a convenient hired building, which, however, very easily falls out of repair. A new school-house and students' quarters will be erected during the coming year. The standard of education cannot be high where teachers are trained for Frontier Schools, but the Ráwalpindi Normal School is as useful in its way as the others, and in times past has done as well in the examinations for certificates.

B. AIDED NORMAL SCHOOLS.

Aided Normal School at Amritsar.

116. The Normal School of the Christian Vernacular Education Society at Amritsar continues to do excellent work under the able management of Mr. Rodgers. The average number of men on the rolls was 24 only, and the cost of education is in consequence high, amounting to Rs. 2·7 for each pupil, of which Rs. ·75 were paid by Government. The grant-in-aid has since been increased from Rs. 150 to Rs. 250 per mensem. Several of Mr. Rodgers's pupils have obtained employ-

ment in Government as well as in Mission Schools, and prove to be good teachers. It was stated in the last Report that 30 trained students had been turned out during the year, but this was an error. The number of teachers actually employed, who have been trained since the school was established, was about 30 at the end of 1871, but the number available in any one year is of course considerably less, though at the present time 14 men are prepared for the final examination. As is the case in the Aided Normal Schools for women, the usefulness of the Amritsar Training School for men is much impaired by its isolation.

Mr. Rodgers picks up men in the neighbourhood, and trains them for such employment as may be offered. If the Amritsar School could be made the finishing school for the men who have shown promise in the Government Normal Schools, Mr. Rodgers would find an occupation worthy of the skill and experience which he has acquired.

Aided Female Normal Schools. The Aided Female Normal Schools have been described above.

C. THE GOVERNMENT WARDS' SCHOOL AT AMBALAH.

Government Wards' School at Ambálah.

117. There are now eleven Wards in the School established for them at Ambálah. They come from Farídkót, Malerkotla, and other places in the neighbourhood. Nearly all are making good progress in English and Persian. The Inspector highly commends the management of Mr. Robinson, the Superintendent. The Wards occupy good houses built for them in the compound of the school. The young Chief of Malerkotla affects an English style in the furniture of his rooms. Nothing is said of the way in which the boys amuse themselves out of school, but they do not now care to play cricket unless Mr. Robinson is with them.

D. GARDENING SCHOOL AT LAHORE.

Gardening School at Lahore.

118. The Agri-Horticultural Society at Lahore draws a grant of Rs. 10 per mensem, under Article XIV, on account of their school for boys employed in the Lawrence gardens. There are about 20 boys, chiefly sons of gardeners living in the neighbourhood, who work as apprentices, and attend school for two hours a day. They learn to read and write the botanical names of plants, but very little else. The Superintendent is afraid that if they get a good education they will leave him and find employment of a literary kind, but I think the grant should be disallowed unless the boys are taught up to the Lower School standard. When I inspected the school lately, I found that they were not being taught to write the names of plants in a proper manner, and only two or three boys had any idea of reading the first Urdú Book.

SECTION VII.

SCHOLARSHIPS.

Scholarships.

119. The regular estimate for scholarships was Rs. 56,020, and the amount expended, including scholarships given by the Panjáb University in the Government Colleges, but not including certain scholarships given by Deputy Commissioners in Vernacular Schools, was Rs. 50,447.

The following is the detail :—

	Rs.
Colleges (from all sources)	13,754
Dehli Upper School	2,843
Lahore Ditto	3,662
Lahore Anglo-Oriental	2,600
Amritsar Upper School	3,489
Hoshiárpúr Ditto	645
Gujrát Ditto	272
Ludiánah High Vernacular School	417
Zil' Schools of Middle Class	6,994
Lower Schools	1,398
Normal Schools	14,373

Scholarships are the most popular form of educational expenditure, and, as I have noticed already, the District Committees seem inclined to make a very liberal use of their funds in this direction. I believe that it is good economy to keep the Government Colleges filled, and for this purpose to give as many scholarships as may be necessary, provided that the conditions are sufficiently strict. The same principle holds good to a less extent in the case of Upper Zil' Schools, and the stipend-holders in Normal Schools are really paid servants. The scholarships given in the Anglo-Oriental School at Lahore are not well bestowed, as it appears to be a mistake to commence teaching English at so late a period in a boy's education, but the experiment of giving the best Vernacular students an opportunity of learning English may have been worth trying.

But the system of scholarships proposed in the Despatch of 1854 was not exactly that which exists in the Panjáb. It was intended that the best scholars in all schools should be rewarded in this way, and enabled to carry on their studies in schools of a higher class. It was never meant, I apprehend, that scholarships should be given to every one who passes some minimum standard. It may be argued, for instance, that the boys who pass the Middle School Examination represent the survival of the fittest, and that for every one who enjoys a scholarship ten others have fallen behind somewhere in the race. Still, for all that, scholarships are in many cases, perhaps in most, mere subsistence allowances, greedily sought and carelessly given, awarded to no special merit, but to simple competence to study in one of the upper classes. Our present system of scholarships may be defended; I know that others like it better than I do myself, but at any rate it requires to be jealously watched by Government.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Students who have recently left for employment.

120. 53 students of the Lahore and Dehli Colleges, who had matriculated previous to December 1872 in the Calcutta University, left during the year 1872-73; besides 7 others who had passed only the Panjáb University Entrance Examination. More than two thirds of these men are employed on salaries ranging from Rs. 15 to Rs. 160 per mensem. Several are teachers in Anglo-Vernacular Schools; 2 hold scholarships at Rúrki and 3 others have joined as students; 2 have entered the Medical School at Lahore; 5 are Clerks in various public offices. Some of those who are not employed are studying Law.

Of students who passed the Calcutta Entrance in 1872, all except two European students in Bishop Cotton's School, are studying in the Lahore and Dehli Colleges.

54 students of Zil' Schools obtained employment on salaries of from Rs. 5 to Rs. 25 per mensem, 9 in the Education Department, 10 in the Civil Service, and 35 in other capacities.

348 students of Vernacular Schools left for salaries averaging Rs. 8 per mensem, of whom 87 are employed as teachers, 10 in Civil Departments, and 251 in private life.

The returns show that there is no lack of occupation for educated students, and that those who know English have a considerable advantage over the others.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Statistics of English education.

121. The statement shows the numbers studying English during the last 5 years. It appears that there is now a steady increase confined almost entirely to Government Schools of the Middle Class, for the larger number of English students in Aided Female Schools is the result of new grants to two schools for European children.

The poverty of Vernacular Literature makes it necessary to use English as the medium of all higher education, and a knowledge of English is required for a considerable, though limited portion of the business of the country, both in public and private life. But there is no sufficient reason for a great deal of the English education which is given in Government and Aided Schools,

English is popular, because it is seen to be lucrative; but of the 10,000 who are continually learning English a large proportion are merely, as it were, drawing blanks in a lottery. For them there will be neither the higher education nor the income, such as their fathers could never earn, and in the meantime the public funds are wasted to satisfy an ignorant desire.

The policy of the Government is opposed to the superficial teaching of English, and in the Government Zil' Schools no further restrictions are required, unless it be found possible to impose a higher minimum fee. But it has been the practice to allow grants-in-aid, when the education given is not such as would be approved in Government Schools, or can be defended by any reasonable arguments.

Comparative Statement of students learning English for 5 years.

Students of English at	At the close of				
	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.
Government Colleges	61	89	102	112	88
Government Schools, Higher Class	922	171	168	283	318
Government Schools, Middle Class	2,221	1,938	1,788	2,313	2,801
Government Schools, Lower Class	542	448	455	289	132
Government Female Schools	153	35	14	5	...
Government Normal Schools	89	160	143	...	...
Government Jail Schools	29	45	58	34	51
Aided Colleges	17	...	...	...	...
Aided Schools, Higher Class	1,751	1,722	2,012	1,929	1,850
Aided Schools, Middle Class	2,090	1,907	1,571	1,809	2,016
Aided Schools, Lower Class	2,167	1,876	1,239	1,546	1,459
Aided Female Schools	190	179	172	232	311
Aided Normal Schools	43	...	...	8	16
Indigenous Schools	303	...	262	390	291
Total ...	10,528	8,570	7,984	8,950	9,333

SECTION X.

BOOK DEPARTMENT.

The Curatorship.

122. Dr. Stulpnagel was in charge of the Book Depôt until the 10th February, when he was relieved by Lálá Piyáre Lál, Head Translator in the Director's Office.

Dr. Stulpnagel has done good service in bringing out some excellent Vernacular Maps, but his duties as Lecturer in the College have interfered with his control over the Book Depôt, and I do not think that he has been successful in carrying out the reforms which were expected from the appointment of a European Curator.

Lálá Piyáre Lál, of whose work I have some personal experience, is conducting the business of the Depôt and of the Press entirely to my satisfaction.

Value of stock at the end of the year.

123. At the close of 1871-72 there was a balance of all sorts, amounting to Rs. 1,23,236-10-11, viz.—

	Rs.	A.	P.
Cash	2,710	1	5
Stock	96,771	13	8
Inefficient	23,754	11	10
	1,23,236	10	11

At the end of the year under report, the balance had increased to Rs. 1,27,781-12-6, viz.—

	Rs.	P.	A
Cash	4,423	13	2
Stock	1,07,329	0	2
Inefficient	16,028	15	2
	1,27,781	12	6

Value of books brought on stock and sold during the year.

124. The following statement shows the value of English and Vernacular books brought on stock and sold during the year. Indents of all kinds upon the Secretary of State are here included under the head of English books :—

Books.	Value of books in stock at the close of 1871-72.			Value of books, &c., brought on stock during 1872-73.			Total.			Value of books issued during the year.			Balance.		
English	43,112	4	...	26,755	1	9	69,867	5	9	12,231	15	8	57,635	6	1
Vernacular.	53,659	9	8	30,413	12	9	84,073	6	5	34,379	12	4	49,693	10	1
Total ...	96,771	13	8	57,168	14	6	1,53,940	12	2	46,611	12	...	1,07,329	...	2

The increase of stock is due to unusually large indents for English books in 1871 and 1872, both of which were received towards the end of the latter year. The sum of Rs. 26,755-1-9 under this head is made up as follows:

	Rs.	A.	P.
Books received from the Secretary of State	12,392	9	8
Cricketing gear do.	1,056	4	7
English books purchased in India	3,899	15	9
English books received back	2,807	7	3
Additions made to the price of English books brought on stock	6,514	14	6
Books received and brought on stock but not paid for ...	83	14	0

The inefficient balance consists of money due from Deputy Commissioners, Head-Masters, and others, on account of books held by them for sale, and is nearly all in a fair way to be realized.

The decrease in this outstanding debt, which since the close of the year has been further reduced to about 11,000 rupees, is a satisfactory feature in this year's accounts.

It will be observed that the excess of books received over books sold is entirely in English books, the value of Vernacular stock being diminished by Rs. 2,965-15-7 ; of Rs. 10,557-2-6 added to the value of stock, about Rs. 5,000 are represented by transfers from the inefficient balance, as, with a view to simplify the accounts, unsaleable books in the hands of head-masters have been called in. Most of these will eventually have to be written off. The books imported from England in 1872 consisted partly of expensive works used in the colleges, which were ordered in excess of the demand for one year's consumption, and partly of popular literature for school libraries, and for distribution as prizes.

But the works of Thackeray, Dickens, Bulwer, Trollope, &c., find no readers among the educated natives of the Panjáb, and the only way to get rid of this portion of our stock will be to attract the attention of the European public.

The sale of Vernacular books would probably have been still more satisfactory, had not the privilege of purchasing books from the Depôt at 20 per cent. discount been withdrawn from general dealers. This matter will receive attention, but it is too complicated to discuss here.

Cost of Establishment.

125. The expenditure of the Depôt amounted to Rs. 34,0551-4-8 under the following heads :—

	Rs.	A.	P.
Establishment and Miscellaneous	13,930	14	1
Freight carriage	2,184	5	10
Purchase of stock	17,940	10	9
	34,055	14	8

The charge for establishment is high, and notwithstanding that the Curator and Clerks are employed on business connected with the press, and with the registration of books in addition to the work of the Depôt, I think it might be considerably reduced by the adoption of an improved system. Sales from the Depôt average Rs. 50,000 in the year, or about Rs. 137 per diem, for receiving and issuing which books we employ a Curator, 12 Clerks, and 3 menial servants.

A considerable portion of the stock is unsaleable or got rid of very slowly.

126. The value of the books in the Depôt at one time is about a lakh of rupees, and the value of books received and distributed during the year should be about half a lakh. Unsaleable books have sometimes been given as prizes, but it has

not been the practice to sell by auction, or write off books which cannot be disposed of by ordinary sales, and the accumulated lumber of the last fifteen years may represent half the nominal value of the stock. A considerable portion of the remainder, though saleable, passes out very slowly.

To cover expenses of establishment, freight, &c., the selling price of English books is increased by 35 per cent., and of Vernacular books by 50 per cent. over the actual cost; but as a discount of 10 per cent. on English books, and 20 per cent, on Vernacular books, is allowed to wholesale purchasers, the profit on every book sold is 25 per cent. with a sale of Rs. 50,000 yearly. This would be sufficient to meet the cost of establishment, or at any rate as much of it as can fairly be charged to the Book Depôt, only, unfortunately, books added to stock often remain unsold, and the number thus remaining on the shelves is altogether out of proportion to the number issued.

Statements of receipts and expenditure for four years.

127. A statement of sums disbursed and paid into the Treasury, together with a list of a few of the heaviest items of unsaleable stock, will show how far the Depôt is from being self-supporting, and the chief reason of the deficiency.

Statement showing sums paid into the Treasury and disbursed on account of the Book Depôt for four years.

	Paid into.			Disbursed from.		
	Rs.	A.	P.	Rs.	A.	P.
1869-70	40,710	0	0	53,267	2	6
1870-71	61,102	0	0	60,072	8	6
1871-72	53,359	3	1	60,622	14	8
1872-73	47,930	1	5	52,026	0	8
Total	2,03,101	4	6	2,25,988	10	4

In four years expenditure exceeded receipts by Rs. 22,887-5-10, of which Rs. 16,028-15-2 would be recovered from inefficient balance. During the same period the nominal value of stock rose from Rs. 53,538-3-1 to Rs. 1,07,329-0-2.

List of unsaleable books in sets worth Rs. 400 and upwards.

128. The following is a list of books not readily saleable, of which we have on hand copies to the value of Rs. 400 and upwards at the nominal selling price :—

Names of books.	No. of Volumes.	Value.
(ENGLISH.)		Rs.
Howard's Grammar, Parts I and II	1,129	1,019
Ditto Notes on Verb	938	512
Hiley's Composition, &c.	1,100	1,429
* Longman's Readers	9,563	6,229
Gleig's History of England	422	449
Landmarks of Ancient History	599	898
Marshman's India	314	1,295
Baker's Circle of Knowledge, Part III	1,914	867
Bombay Readers	3,011	1,352
Willmot's Plane Trigonometry	243	599
Scott's Works, 9 sets	900	1,575
(ARABIC.)		
Alif Laila	2,758	1,365
Arabic B. A. Course	270	705
Do. F. A. Do.	216	486
Tarikh-ul-khulfa	413	722
Tarikh Timuri...	526	804
Sulam-ul-adab	332	1,245
Muntah-ul-arab	526	8,416
(URDU.)		
Rusum-i-Hind (Urdu)	233	873

NOTE.—Longman's readers are used but have been condemned by the Book Committee.
Scott's works have been received recently and may perhaps be sold.
The Muntah-ul-arab is a reprint of a valuable Arabic Dictionary for which there is no sale.

Secretariat Books.

129. Besides the books shown in the accounts of the Depôt, there are books on sale belonging to the Secretariat, chiefly consisting of reports and selections from the records of Government. The price of these books when sold is remitted quarterly to the Secretary's Office. The average proceeds do not exceeds Rs. 80 per month. The number of copies is 7,745, and their value amounts to Rs. 25,614-14-8.

The most important of these books are the following :—

	No. copies.	Price.
		Rs.
The law of Inheritance to Chiefships in the Panjáb	145	364
Powell's Panjáb Products	275	5,775
Do. Manufactures	46	414
Raverty's Fables Æsop in Pashto	148	888
Kalid-i-Afghani	418	4,180
Tenant Right papers	80	1.520
Sherring's Hindú Tribes	94	1,504

Official Books.

130. Another class of book for sale in the Depôt are known as "Official Books." They occupy six book-cases, and may be valued roughly at Rs. 7,000. They consist of spare copies of Books and Maps forwarded to the Depôt by Civil Officers by order of Government in 1862. Formerly the proceeds of sales were expended upon extra establishment in the Book Depôt, but they are now paid into the Treasury to the credit of Government. Among them are :—

	Copies.	*Price.*
		Rs.
Raverty's Pashto Dictionary	34	1,428
Do. Gulshan-i-roh	35	735

Indents through the India Office.

131. Books ordered from England through the India Office are received with great delay. A very large indent forwarded in November 1871 arrived in November 1872, and another indent made in April 1872 did not come to hand till December. On account of this delay it is often necessary to purchase books in Calcutta on less favorable terms. Formerly the Agents of the Depôt were Messrs. Baker and Oliphant in London, who delivered books free of charges at Calcutta, allowing also a discount of 18½ per cent. on the English retail prices, and taking the rupee as worth 2 shillings.

The Secretary of State allows a discount of 25 per cent. Transit charges are equal to 1½ per cent., and the rupee is taken at 1*s.* 11*d.*

The Depôt would therefore gain by the new system if it were not for the loss and inconvenience caused by delay.

The Translators.

132. The Translators consisted of a Head Translator, a Sub-Editor of the Atáliq-í-Panjáb, and 2 Maulvís, and from February the staff was strengthened by the appointment of another Translator for the Urdú Gazette, which was first published in January 1873. The Head

Translator was Lálá Piyáre Lál until he went away on leave in November, and he has been succeeded by Bharon Parshád, B.A.

The amount of work carried through the Press by the Translators was 1,489 pages, of which about two-thirds were original matter, giving an average of 4 pages a day, besides 2 pages of books revised. Besides this the Head Translator reported upon several books which he had to review for the Director.

Besides the Urdú Gazette the Translators were engaged upon the following works :—

The Atálíq-í-Panjáb, an educational magazine, discontinued in December.

Tashíl-ul-Kalám. (Urdu English)

Collier's British Empire, Part II.

Revision of the translation of Second English Reader.

The translations have been well done, but, with the exception of the Urdú Gazette, they are of little practical value. Collier's History of England was the text-book for the Calcatta Entrance Examination, and was probably translated for students of the Panjáb University, but it is not well suited for a Vernacular version.

The Translators are a heavy charge to the Book Depôt. Properly their salaries should be paid by adding to the price of the books which they compile, but to do so would be to raise the rates 200 per cent.

The Educational Press.

133. The value of the plant belonging to the Educational Press may be estimated roughly at Rs. 9,000, including a new Albion Press and Nágrí Type, which cannot be worked profitably; as was explained in the last report. There are 18 Lithographic Presses, each of which is worked by one Pressman and 3 Kulís. There is a Superintendent, a Muharrir, and lithographic writers, examiners, &c., besides persons engaged in manual labour. In all 106 persons are employed in the Press. They are nominally paid salaries, being expected to do a certain amount of work each day, but they are not employed regularly, and there is a system of extra pay for extra work, and of deductions, so that in reality all but the clerks and examiners are paid by piece-work. The system answers well, but it involves an intricate system of book-keeping, and two clerks of the Depôt establishment are always employed in the work of the Press.

During the year the payments from the Treasury amounted to Rs. 17,970-2-0 for Press charges of all kinds, and cash receipts refunded to Rs. 4,808-7-2. The value of books received from the Press when brought on stock was Rs. 26,726-12-9.

Or, in other words, the work produced was worth nearly double of the working expenses. It appears then that the Press is working profitably, but

the responsibility of superintendence really falls upon the Curator, and the services of the Superintendent might be dispensed with. Captain Holroyd spared no pains to improve the lithographic printing, and the books now turned out will compare with the work of any Press in India.

I subjoin a list of books printed for the first time :—

	No. of Copies.
Hindi Primer (printed in type)	350
Adam Khán and Durkháni—a Pashto Tale ...	500
Translation of Second Reader	350
Kalíd-i-Afgháni	500
Nágri máp of Europe...	300
Do. of Asia	400
Táríkh-i-Sultanat-i-Inglishya, Part II	650
First Arts Arabic course (annotated Edition) ...	300
B. A. Arabic course ditto	300
Tahrír-i-Uqlídas, Part III	700
Ditto Part IV	700
Risála-i-ilm-i-Musallas	300
Map of South America	600
Do. North do.	600
Second Book of Arabic	350
Stri Siksha, 6 Parts	6200
Atálíq-i-Panjáb, 9 Parts	6777

Of the reprints this year the most important are the following :—

	No. of Copies.
Urdú ki pahli kitáb	25,500
Urdú ki dusri kitáb	12,000
Urdú ki tísri kitáb	10,600
Fársi ki pahli kitáb	11,400
Fársi ki dusri kitáb	7,800
Zubdáb-ul-Hisáb, Part I	5,000

The selling value of new works was Rs. 10,116-11-6, and of reprints 23,242-5-0.

The patronage of Literature.

134. A sum of Rs. 5,000 is allowed for the patronage of literature, nearly the whole of which was expended. The following are the chief heads :—

	Rs.	As.	Ps.
Cost of 167 copies of Akhbár-i-Anjuman-i Panjáb, and postage	2,573	2	6
Do. 24 copies Alígarh Gazette	306	0	0
Do. 30 copies Kohinúr	450	0	0
Reward to Maulvi Ziá-udín Khán of Dehli for revising the translation of Arabic courses	250	0	0
Price of 100 copies of Vol. III of Griffith's Ramayan	450	0	0

It will be seen that the expenditure is chiefly in subsidies to the vernacular newspaper press.

The grant on account of the Akhbár-i-Anjuman is equivalent to the whole cost of producing the paper and is therefore too high, but it is very desirable to circulate vernacular newspaperrs of good character among the schools.

A Fund for the patronage of literature is useful to assist the publication of works of merit which are too expensive to be sold at a remunerative price; but as an encouragement to book-makers it is an almost unmixed evil. More than half the worthless pamphlets which come out are written solely for the purpose of being patronised. It is satisfactory to see that authors of this kind do not appear in the present list.

CONCLUSION.

Statement of the principles of Educational policy.

135. "The history of education is the battle-ground and burial-ground of impracticable theories: and one who studies it is soon taught to abate his constructive self-confidence, and to endeavour humbly to learn the lessons and harmonize the results of experience."

The quotation will commend itself to those who are familiar with educational work, and it is in this spirit that I beg to offer a few general remarks

The highest education is given in English at the Government Colleges, but for students of Vernacular Schools and for Pandits and Maulvís, whose studies have been confined to their sacred languages, the Panjáb University College offers an inferior though sound general education, requiring at the same time a higher standard of attainments in the eastern classics.

Below the Colleges are the Anglo-Vernacular Schools, maintained or aided by Government, in which the foundations of the highest education are laid for the few, while such a knowledge of the English language as may be useful in business is acquired by the many,

To which may be added, that the English reading of school-boys teaches lessons which cannot be found in Vernacular Literature.

189. More important are the schools in which the masses of the people obtain a good elementary education in the Vernacular. To make these schools as cheap, as numerous, and as efficient as possible should be the special care of District Officers, of Educational Committees, and of the Inspectors. Schools for girls are encouraged wherever it is possible to secure efficient guidance and control, but hitherto a good deal of money and labour has been spent in vain, though well-meant but ill-considered efforts for the spread of female education.

Ignorant notions concerning religious neutrality.

136. An ignorant notion prevails in some quarters that the religious neutrality of Government Schools excludes the moral side of education. If it were so it would be better to have no State education at all. But the fact is otherwise. The existence of God and the sufficiency of conscience as a rule of conduct, are recognised by all classes who attend our schools, and are assumed in our schemes of study, and in all the relations between master and scholar. The Christian Missionary, who appeals

to principles which are not admitted by his pupils, is practically confined within the same limits, and however advantageous it may seem to have a complete system of theology and morals, where teachers and taught are all of one mind, the broad foundation, "*quod semper, quod ubique, quod ab omnibus,*" includes a tendency to all that is good and beautiful in life.

New experiments in education.

137. I approach with more diffidence another subject which should find a place in this report, although it concerns future experiments rather than the work of the past. I mean the demand for the introduction of Physical Science, instruction in Drawing and Land-Surveying, Schools of Art and Design.

Recently some teachers from Rúrkí College have been engaged to instruct the students of Upper Zil' Schools in Drawing and Land-Surveying. It is hoped that their services may be made available for the study of Physics also. In the Districts attempts have been made to establish training schools for Patwáris, and to teach the practice of land-measuring to the upper classes in Vernacular Schools. During the year a collection of nearly Rs. 70,000 was made for a Memorial to the late Earl Mayo, and, in compliance with a general wish, has been devoted to the foundation of a School of Art and Design.

Principles of the proposed School of Art and Design.

138. Our School of Art is to be "emphatically an industrial one." We do not wish to imitate the ceramic vases of Madras or the foliated capitals of Bombay, but to draw our experience rather from the royal workshops of the Moguls, from the best native specimens of Art and Industry in modern India, and from the cyclopean forges of the Railway.

There is no reason why such attempts should not be prosecuted boldly and energetically, so long as the conditions of success are strictly observed. Yet the task before us is a difficult one. It is easy for literary persons to talk glibly of Art, Industry, Agriculture, and modern science, but it is another matter to teach improved methods to men whose ancestors have practised these things in their own way with consummate skill during thousands of years. It is sometimes assumed that a system will work itself into order. A system never works itself into order, but not uncommonly it is abandoned after much loss has been incurred, and a fresh start is made with more caution. We should be quite sure of our end, and of the means to it, or we shall drift we know not where.

Services of persons engaged in the promotion of education.

139. Having occupied a subordinate position throughout the year, it is not for me to speak of the services of the officers of the Department, but I trust that these too voluminous reports are a proof of the interest which we take in our work, and of the sincerity of our endeavours to do our duty.

I give below lists of the Civil Officers whose assistance has been acknowledged by the Inspectors, and of native gentlemen whose exertions are worthy of distinct recognition.

The Inspector of the Lahore Circle has omitted to mention the name of any District Officers, but he notices with regret that, for the last two years, native gentlemen whose names have been published in this report, have not been rewarded with letters conveying the thanks of Government.

When such letters are granted, not from personal knowledge but simply upon the recommendation of officers, there is always some danger of their being bestowed without sufficient discrimination. For instance, it has happened that persons who have been censured in one Department have been commended in another, and sometimes, owing to transfers, a newly appointed Táhsíldár has been thanked for the services of his predecessor. In my own Circle I have issued letters from my own office to native gentlemen who have given their assistance, but an Inspector of Schools can always recommend for special honours those whom he thinks deserving.

It was ruled by Government some years ago that material rewards were less suitable than letters of recognition, but khilats are sometimes appropriately conferred in public Darbár.

LIST OF CIVIL OFFICERS.

J. O. H. Oliver, Esq., ...	Deputy Commissioner, Gurgáon.
C. P. Elliott, Esq., ...	Do. Ambálah.
T. Roberts, Esq., ...	Assistant Commissioner, Do.
J. W. McNabb, Esq., ...	Deputy Commissioner, Simla.
J. W. Gardiner, Esq., ...	Assistant Commissioner, Kasowli.
Colonel T. F. Forster, ...	Deputy Commissioner, Hissar.
A. H. Benton, Esq., ...	Assistant Commissioner, Do.
W. M. Young, Esq., ...	Late Offg. Dy. Commr., Dehli.
Colonel A. Munro, ...	Commisssioner Deráját Division.
Major J. W. H. Johnstone, ...	Deputy Commissioner, Bannú.
Captain C. E. Macaulay	Do. Commissioner, D. I. Khán.
W. Jenkyns, Esq., ...	Assistant Do. Do.
T H. Homan, Esq., ...	Extra Assistant Commissioner, Bannú.
H. Perkins, Esq., ...	Deputy Commissioner, Gujrát.
Major H. B. Urmston, ...	Do. Ráwalpindi.
Captain T. J. C. Plowden.	Do. Kohát.

LIST OF NATIVE GENTLEMEN.

No.	Name.	Rank or Designation.	District.	Tahsíl or Village.
1	Ujágar Mal	Tahsildár	Ambálah ..	Jagádhri.
2	Sheo Parshád	Ditto	Ditto ...	Rúpar.
3	Khushál Singh	Ditto	Ludhiánah ...	Jagráon.
4	Amír Alí	Ditto	Gurgáon ...	Palwal.
5	Bansí Dhar	Ditto	Ditto ..	Núh.
6	Harí Rám	Ditto	Ditto ...	Gurgáon.
7	Harjiwan Lál	Ditto	Hohtak ...	Sampla.
8	Gudru Mal	Ditto	Simla ...	Kót Khai.
9	Basant Lál	Ditto	Sirsa ..	Dabwálí.
10	Sardár Muhammad Yár Khán	Extra Assistant Commissioner	Do. ...	Sirsa.
11	Babú Peyáré Mohan ...	Head Clerk Dy. Comr's. Office	Do. ...	Do.
12	Sardár Partáb Singh ...	Jagírdár	Jálandhar ...	Núrmahál.
13	Lala Rám Chand	Member Committee ...	Ditto ...	Kartárpúr.
14	Bhái Mahán Singh	Ditto	Ditto ...	Ditto.
15	Lálá Lál Dass	Ditto	Ditto ...	Ditto.
16	Dallá Singh Lambardár ...	Ditto	Ditto ...	Pherálla.
17	Thamman Singh	Ditto	Ditto ...	Ditto.
18	Gandá Singh	Ditto	Ditto ..	Ditto.
19	Amír Chand	Ditto	Ditto ...	Núrmahal.
20	Dalíp Singh	Ditto	Ditto ...	Mohidpúr.
21	Amír Chand	Ditto	Ditto ...	Ditto.
22	Káhár Bakhsh	Ditto	Ditto ...	Ditto.
23	Amír Sháh	Ditto	Ditto ...	Ditto.
24	Bútá Chand	Ditto	Ditto .	Bilgá.
25	Ishar Chand	Ditto	Ditto ..	Do.
26	Sadá Nand	...	Ditto ...	Nakodar.
27	Súliman Khán	...	Ditto ..	Ditto.
28	Sakandar Khán	...	Ditto .	Ráhon.
29	Kahn Chand	...	Ditto ...	Ditto.
30	Faqír Syad Zahúr-úd-dín ...	Extra Assistant Commissioner	Gujránwála	Gujránwála.
31	Sardár Lehna Singh ...	Tahsíldár	Ditto ...	Ditto.
32	Shaikh Khúdá Bakhsh ...	Ditto	Jálandhar ...	Phillour.
33	Rodá Mal	Chaudrí	Kángra ...	Tirá Sujánpúr.

No.	Name.	Rank or Designation.	District.	Tahsíl or Village.
34	Pírá	Chaudrí	Kángrá ...	Nadaun.
35	Hírá Mal	...	Fírozpúr ...	Kót Esa Khán.
36	Harriá Mal	...	Ditto ...	Ditto.
37	Búddú Mal	...	Ditto ...	Ditto.
38	Usmullá	...	Ditto ...	Kaylá.
39	Umrá	...	Ditto ...	Do.
40	Bodlá	...	Ditto ...	Do.
41	Gurmakh Singh	...	Ditto ...	Kokrí.
42	Makhán Singh	...	Ditto ...	Do.
43	Jawahir Singh	...	Ditto ...	Do.
44	Fatéh Singh	...	Ditto ...	Badri.
45	Rám Chand	Choudrí	Gurdaspúr ...	Konowán.
46	Húkam Singh	Zaildár	Ditto ...	Do.
47	Alí Gauhar	Ditto	Ditto ...	Deriwálá.
48	Guláb Khán	Lambardár	Ditto ...	Khárá.
49	Sochet Singh	Zaildár	Ditto ...	Kót Karm Chand.
50	Hírá Nand	Raís	Ditto ...	Pakwán.
51	Chundá Singh	Lambardár	Ditto ...	Do.
52	Zálim Singh	Pensioner	Ditto ...	Sháhpúr Joyán.
53	Utam Singh	Lambardár	Ditto ...	Dodá.
54	Mansabdár	Zaildár	Ditto ...	Gumtálá.
55	Shaman Khán	Lambardár	Ditto ...	Bhikhí Chak.
56	Húkm Singh	Zaildár	Ditto ...	Kahnwán.
57	Mulá Singh	Lambardár	Ditto	Pussiánwála.
58	Hírá Singh	Ditto	Amritsar ...	Goindwál.
59	Belá Singh	Chief Ditto	Ditto ...	Suthrálá.
60	Lál Singh Bitu	Zaildár	Ditto ...	Batálah.
61	Gandá Singh	Lambardár	Ditto ...	Do.
62	Nathá Singh	Zamindár	Ditto ...	Do.
63	Bakhshindá Beg	Chief Lambardár	Ditto ...	Khaljián.
64	Jiwan Mal	Patwárí	Ditto ...	Do.
65	Ganeshá	Brahmín	Ditto ...	Do.
66	Jhandá Khán	Native Doctor	Ditto ...	Tarn Táran.

No.	Name.	Rank or Designation.	District.	Tahsíl or Village.
67	Hírá Singh, son of Baga	Zamindár	Amritsar ...	Pindorí Takhat Mal.
68	Hírá Singh, son of Mahtáb Singh	Ditto	Ditto ...	Do.
69	Hají Khán	Zaildár	Ditto ...	Tarn Táran.
70	Gholám Muhámmad	Do.	Ditto ...	Wairówál.
71	Chaudrí Chand	Do.	Ditto ...	Jalalabád.
72	Póló Mal	Sahukár	Ditto ...	Sorián.
73	Syd Zinalabdín	Hakím	Ditto ...	Do.
74	Gundá Rái	Member Committee	Ditto ...	Ramdás.
75	Naram Singh	Chief Lambardár	Ditto ...	Ghuanwalá.
76	Alí Gouhar	Ditto	Ditto ...	Sohián.
77	Hardiál Singh	Kánungo	Kángra ...	Kullu.
78	Pandit Suraj Koul	Tahsíldár	Ráwalpindi ...	Ráwalpindi.
79	Afzal Khán	Naib do.	Ditto ...	Do.
80	Sardár Amrík Singh ...	Tahsíldár	Ditto ...	Gujár Khán.
81	Muhammad Gazan Khán ...	Raís, Baz Butá	Ditto ...	Kahutá.
82	Málik Hushnák Rái ...	Resident of Caoá	Ditto ...	Do.
83	Rám Sahái	Tahsíldár	Jhelam ...	Jhelam.
84	Abdullá Khán	Do.	Ditto ...	Talagang.
85	Rájá Zaman Mehdí Khán ...	Raís Dárápúr	Ditto ...	Jhelam.
86	Muhammad Hassan ...	Raís of Láhrí	Ditto ...	Do.
87	Sháhbáz Khán	Do. of Bishanúur	Ditto ...	Do.
88	Fath Khán	Do. of Chakh Sháh ...	Ditto ...	Do.
89	Mahesh Dás	Naib-Tahsíldár	Gujrát ...	Gujrát.
90	Ahmad Khán	Do. do.	Ditto ...	Kharián.
91	Shankar Dás	Do. do.	Ditto ...	Phalián.
92	Ján Muhammad	Zaildár Hasilánwála ..	Ditto ...	Do.
93	Jawálá Sahái	Do. Qadirábád	Ditto ...	Do.
94	Bithan Singh	Do. Kharúr	Ditto ...	Kharián.
95	Burhán Alí	Do. Besá	Ditto ...	Do.
96	Sultán Alí	Do. Ajnálah	Ditto ...	Gujrát.
97	Sultán Ali	Do. Jalálpúr	Ditto ...	Do.
98	Pandit Dayá Kishn	Tahsíldár	Pesháwar ...	Akbarpúr-á.
99	Lálá Chetan Sháh	Sub-Assistant Surgeon ...	Ditto ...	Pesháwar.
100	Ibrahím Khán	Raís of Zaidah	Ditto ...	Hoti Mardán.

No.	Name.	Rank or Designation.	District.	Tahsíl or Village.
101	Nawáb Khwájá Muhammad Khán, K. C., S. I., ...	Raís of Terí	Kohát ...	...
102	Hákim Khán	Do. of Mini Khaíl	Bannú ...	Laki Márwát.
103	Kaurú Khán	Do. of Vehowa	D. I. Khán ...	Kálachí.
104	Guldád Khán	Raís	Do.	Do
105	Kúlú Khán	Do.	Do.	Do.
106	Sardár Khán	Do.	Do.	Do.
107	Shaikh Abdúl Rasúl ...	Extra Assistant Commissioner	Hazárá ...	Haripúr.
108	Hukam Chand	Tahsíldár	Do. ...	Do.

C. PEARSON,

August 31st 1873. *Officiating Director Public Instruction, Panjáb.*

From W. T. LINDSAY, ESQ., *Offg. Principal Government College Lahore, to* C. PEARSON, ESQ., M. A., *Offg. Director of Public Instruction, Panjáb, dated Lahore, 26th June* 1873.

I have the honor to submit the Annual Report of the Lahore Government College for the year 1872-73.

2. The College was under Mr. C. Pearson, M. A., from the beginning of the official year till October 1872, when Dr. G. W. Leitner, M. A., resumed charge of it. He made over his charge to me on the 31st January 1873, but was prevented by ill health from giving me that full exposition of its affairs which is usual on such occasions.

3. The following statement shows the number of students on the College rolls and the number attending the lectures of the various Professors on the 31st March 1873 :—

Classes	Christians	Hindús	Muhammadans	Sikhs	Total on the rolls.	English	Arabic	Sanscrit	Persian	Mathematics	History	Metaphysics	Law	Natural Science.
1st year	...	10	6	1	17	17	8	2	14	14	16	17	2	...
2nd year	2	17	2	4	25	25	12	6	14	20	25	24	...	...
3rd year	...	4	...	1	5	5	...	1	4	5	5	3	1	2
4th year	...	5	...	1	6	6	...	...	1	1	4	5	3	...
Total ...	2	36	8	7	53	53	20	9	33	40	50	49	6	2

4. The average number of men on the rolls during the year was 54·9, and the average daily attendance 46·5.

5. The number of students matriculated in the Calcutta University only was 40, and in the Panjáb University College 12. The number matriculated in both was 4. Similarly, the number who passed the First Arts Examination of the Calcutta University alone was 5, and of the Panjáb University College alone 9, while the number who passed both was 3.

6. The casual student on the rolls of the preceding year left in November; but another casual student, named Afzal Khán, joined in January 1873. He is the son of Nawáb Guldár Khán, a frontier Chief, near Derah Ghází Khán, and he attends the College to study English. The question of the admission of casual students into the College was discussed by the Director of Public Instruction, Panjáb, in his Annual Report for 1869-70, paras. 50 and 52, and his conclusions should, I think, be strictly complied with in all cases, except those of noblemen, to whom some privileges of nobility may wisely be granted, as in the English Universities.

7. In the Report for 1871-72, Mr. Pearson specified certain subjects which he thought all the College students should be obliged to learn. I submit, however, that such an important matter should not depend on the fluctuations of individual opinions, and that the *curriculum* has in fact been implicitly determined by the Supreme Government in the constitution of the College, which was established for the express purpose of preparing students for the higher examinations of the Calcutta University alone. If this view be correct, the course of study to which all the students ought to conform should be that only which the Calcutta University (acting with the delegated authority of Government to carry out the imperial scheme of education) prescribes for all its affiliated institutions, and especially for Government Colleges, and which, wherever it has been efficiently carried out, has produced more satisfactory results than can be confidently anticipated from any other untried course, however well recommended.

8. Almost all the ordinary students enjoyed scholarships varying from Rs. 30 to Rs. 8 per month. A few, for whom regular scholarships could not at first be provided, received grants out of the deductions from regular scholarships on account of absence, &c., so that practically all the students (except the casual) obtained some pecuniary help. Without such help, both for subsistence and for purchase of the numerous and costly books required in the *curriculum*, most of the men could not remain in the College at all, especially as no plan has yet been matured, for encouraging men to submit to the present loss of time and money involved in a College career, by compensatory advantages afterwards. The early history of popular education everywhere, shows that the students who first attend public schools are derived almost exclusively from the poorer classes. For these it is necessary to provide adequate support while studying, and better prospects than they could look forward to without education, as an incentive to study. Hence the numerous foundation scholarships and fellowships established at all the great old schools and Colleges in England, in proportion to the intended magnitude of their Educational operations. Almost the same state of things exists in India, with this difference, that there is a greater demand here for even half-educated men than there ever was in Europe, and consequently stronger inducements for poor men to accept some employment as soon as possible. Until this demand is fully satisfied, there seems to be no better way of inducing men of fair abilities to submit to a *complete* College training, (by which means alone they can ordinarily be educated up to the standard desired by the Honorable the Lieutenant Governor, in his Proceedings in the Home Department, No. 606 dated 18th February 1873), than to provide adequate scholarships for them while they remain at College, and to give them preferential claims to some Government appointments after taking their degrees; and even to allow them to reckon some portion of the four years usually spent in College, as if it were spent in public service qualifying them for pensions. The number and value of such scholarships and appointments must, of course, depend on the strength of the influences alluring men from an academical career, and on the supply of well-educated men desired for the public service. I am disposed to think that about 12 senior scholarships of Rs. 20 or 25 per month, and 24 junior scholarships of Rs. 10 or 15 per month each, would suffice to keep up an adequate supply of good materials for the College to work with; but I should recommend these scholarships to be given exclusivily to men who pass the Entrance and First Arts Examinations of the Calcutta University in the 1st or 2nd divisions; as I do not think men of the 3rd division ever likely to recompense the country, by their attainments, for the outlay of public money on them. I would also suggest that scholarships in this College should be held by natives of the Panjáb alone, and never by Bengálís and others.

9. The sources from which the regular scholarships accrued were:—

	Rs.	As.
From Government	2,301	0
From the Panjáb University College	4,485	14
From the Nábhá fund	188	12
From the Dhalíp Singh fund	402	0
From Captain W. R. M. Holroyd	300	0
From Mr. C. W. W. Alexander, B. A.	20	0

Captain Holroyd's scholarship was given for one year to a student who could not otherwise be provided for. The holder of Mr. Alexander's scholarship remained at College only two months. With respect to the large sum contributed by the Panjáb University College, I would observe that the application of the funds of that Institution to the maintenance, in the Government College, of scholars, for the most part only nominally belonging to it, appears to me to be open to the objection that the subscriptions of its founders are not fairly used in the manner they intended: *viz.*, in the establishment of a distinct Institution, of peculiarly oriental character, and having a definite object and system of its own, different from those of the Government College, to give it an intelligible *raison d'être*. With regard to the scholarship-holders, I regret to say that a large number of them have proved of hardly more use at the College than to make up a goodly muster roll, as their abilities and acquirements have been of too low an order to benefit by academical studies: and I think such men ought never to have been encouraged by scholarships to remain at College. As a rule, they go away, after enjoying their scholarships for two years, on their stipends lapsing in consequence of their failure to pass the First Arts Examination of the Panjáb University College; and they tend to bring disrepute on the College, by the low opinion they create of its training. Others, however, who do pass this examination, (and also the First Arts Examination of

the Calcutta University), read on for the Calcutta B. A. degree Examination at the cost of the Panjáb University College. In my judgment the money is wasted in one case, and misapplied in the other, although under the excuse that the latter class of men are liable to undergo any higher examinations of the Panjáb University College that may hereafter be required of them. However this may be, the receipt of so large a contribution from the Panjáb University College shows the necessity of a larger grant for scholarships than the Government directly provides.

10. The fees realized during the year, together with arrears of the previous year, amounted to Rs. 1,040, being at the usual rate of Rs. 2 per head per month for the working months of the year. The amount unrealized on the 31st March 1873 was Rs. 12.

11. In April 1872 the College was removed to a house on the southern side of the Mayo hospital, and a smaller house was rented near the College to supplement the accommodation for boarders. This arrangement, (although the best practicable under the circumstances), has been attended with some inconvenience, which renders the speedy erection of a suitable College building, with adequate accommodation for all the boarders, highly desirable.

12. The following examinations have been held in the College during the year:— I, the ordinary "House" examinations of the classes by the College teachers; II, the Annual Departmental Examination of the 1st and 3rd year classes; III, the Annual Entrance and First Arts Examinations of the Panjáb University College, held in April; IV, the similar examinations of the Calcutta University, held in November. The "House" examinations have not, I think, been of much use in the lower classes in consequence of no punitive rules being made to compel students to prepare for and take proper pains in them. I have lately introduced a system of fines, which, I hope, will improve matters. The Departmental Examination held in January was not altogether creditable to the 1st year class, but was considered satisfactory as regarded the higher class. The results of the Panjáb University College Examinations are unknown to me, further than that 10 matriculated students* joined the College between June and November, and that 4 out of 8 College students passed the First Arts Examination, all of them gaining high marks, and one Múl Ráj heading the list. The success of these men is all the more gratifying, when it is remembered that they had only 15 or 16 months (instead of two years) to prepare for the examination in consequence of a change in the time of holding it. Seven men appeared at the First Arts Examination of the Calcutta University, and 4 passed, *viz.*, Múl Ráj, 1st division, Ladha Rám, 2nd Division; Sardár Dharm Singh and Narínjan Das, 3rd division. Eleven matriculated students of the Calcutta University joined the College in January 1873.

* June	3
" July	3
October	3
November ...	1
	10

13. Six students went to Agra in January for the B. A. degree examination of the Calcutta University, and five passed, *viz.*, Shiv Diál, 1st division; Rám Diál, Hukm Chand, and Kirpa Rám, 2nd division; Mr. Harris, 3rd division. This unprecedented result may be considered eminently satisfactory, and (in combination with the results of the First Arts Examinations) a conclusive proof that the entire staff of the College have done their duty with zeal and efficiency.

14. In consequence of Dr. Leitner's proceeding on furlough to Europe, and of my appointment to officiate for him, Dr. C. R. Stulpnagel, M. A (who had previously held the temporary lectureship of Metaphysics and History) was appointed to act for me, as Professor of the College. Considerable difficulty has been experienced in selecting a fit successor to Dr. Stulpnagel, which, together with the state of Dr. Leitner's health in January, has caused the College to be short of its usual complement of teachers for more than three months. Mr Kirkpatrick's recent appointment, however, gives promise of good work while his services can be retained by the College. Mr. Issan Chander Ghose worked assiduously and efficiently with the lower classes till his health failed in January, when he was obliged to take privilege leave for three months. Babú Kirpa Rám, B. A., officiated for him very creditably. Of the Arabic and Sanskrit Assistant Professors (Maulví Muhammed Husain and Pandit Bhagwán Dás) I can only speak in terms of praise, as they are entitled to a share of the credit gained by the College during the past year.

15 His Excellency the Viceroy, and His Honor the Lieutenant Governor honored the College with a visit in October, and appeared to be satisfied with everything that came

under their notice. His Excellency tested the attainments in English of the highest class, both orally and by an essay, and was pleased to confer valuable rewards on Rám Dál and Ságar Mal.

16. A list is annexed to this report showing, so far as is known, the career of students whose names were struck off the College rolls during the year under review. It will be observed that about one-fourth of the whole number are unemployed, and another fourth are employed in the Educational Department.

17. In paras. 7 and 14 of the Report for 1871-72, Mr. Pearson adverted to the disadvantages under which the College labored from the "double standard of examination" of the Calcutta University and the Panjáb University College, and from "interruptions of various kinds" to steady continuous work. As it is most important that such a costly Institution as a College, should be free from every avoidable disadvantage and interruption, in pursuing its appointed career of usefulness, and as nothing effectual has been done to remove those referred to, it may be of some benefit to offer a few remarks regarding them. The interruptions caused by the examinations of the Calcutta University, (with which the College is affiliated as a Government institution), and by the Departmental examinations, are unavoidable; although by holding the latter simultaneously with, or immediately after the former, some time might be economised. The Panjáb University College, however, not being a Government institution, (but merely one of many supported by a grant-in-aid), nor even designed to carry out the Imperial Educational policy, it is difficult to understand why its examinations, (any more than those of other grant-in-aid institutions), should ever have been permitted to interfere with the work which the Government College was established to carry on, in combination with the Calcutta University only, and which, I conceive, it is the duty of Government servants both to perform loyally, and to allow no other work to interfere with, however great personal interest they feel for such other work. The examinations of the Panjáb University College being held in the Government College in April, the regular College work is necessarily interrupted while they continue, and that of the First Arts class especially, for some time before they commence, to enable candidates to revise their studies before submitting to examination. The men who pass the Matriculation Examination cannot join the College before the latter end of June or July, or in the middle of the ordinary annual session, and this necessitates either the formation of a separate class for them, and the consequent augmentation of the work of a barely adequate staff of teachers, or the derangement of the work of the regular 1st year class formed in January, or the comparative neglect of the new students. The holding of the First Arts Examination in April, is similarly attended with the disadvantage, that matriculated students of the Calcutta University, (who join the College in January), have barely 15 months to prepare for it, and those who go up a year later are generally men who fail in the November examination of the Calcutta University. Thus the Panjáb University College is obliged to accept candidates for its First Arts Examination, who are either imperfectly prepared for it, or who have been rejected by the Calcutta University; neither alternative being particularly favorable to that high standard of education which the Panjáb University College professes to aim at. It is a remarkable comment on this profession of the Panjáb University College, that it secures higher proficiency in a few subjects than the Calcutta University, that all who pass highest in its Examinations are men reading according to the Calcutta University standard, and who merely go up for the Panjáb University College Examinations, *pro formâ*, to preserve their scholarships. One reason for this is, that although the Panjáb University College obliges candidates to take up two subjects of examination, (*viz.*, a language and a science), it does not prohibit their taking up as many as the Calcutta University requires; and as the pass marks are 33 in each language and 25 in each science, (or the same as those of the Calcutta University), and 141 in the aggregate, the College men find it safest and easiest to take up the same subjects as the Calcutta University appoints, and thus there is really no guarantee whatever for the professed higher attainments, nor any advantage at all in the "double standard" of examination.

18. I am not aware of any Government sanction for the abnormal and unsatisfactory connection of the Government College with a grant-in-aid institution like the Panjáb University College;—a connection which appears to me to have been effected, with greater regard to the wishes of those who desire to establish a local University, than to the policy of the Supreme Government with respect to the College. This policy, as defined in Despatch No. 49 dated 19th July 1854, para. 62, and No. 4 dated 7th April 1859, para. 46, (extracts from which are annexed for convenience of reference), contemplates the perfectly separate and

independent existence of all Government and aided institutions, with a view to the eventual, closing of the former, when the latter can be safely entrusted with the exclusive work of education: but it must be obviously impossible to carry out this policy, if aided institutions are allowed, in addition to their grants, to command the free use of Government teachers and buildings, for the tuition and examination of their pupils. This is the case with the Panjáb University College, which receives the maximum amount of a grant-in-aid, and ought therefore, like other aided institutions, (since para. 11 of Despatch No. 1 dated 23rd January 1864, expressly prohibits any exceptional rules in favor of any of them), to provide its own buildings and staff of teachers, in accordance with the manifest intentions of para. 55 of Despatch No. 49 dated 19 July 1854. The use by the Panjáb University College, of the Government College and teaching staff, is tantamount to an indirect addition to its grant-in-aid, already at a maximum, and is, moreover, somewhat unjust to the Government servants concerned, in requiring them to do work that is not strictly included in their duty to Government, as heretofore understood by them; and I apprehend it would cause universal discontent in the Department, and destroy anything like an *esprit de corps*, if the rule were made general, (as it might be under para. 11 of Despatch No. 1 dated 23rd January 1864), of allowing grant-in-aid or other non-Government institutions to command the gratuitous services of Government servants. It would further appear from para. 55 of Despatch No. 49 dated 19th July 1854, that grants-in-aid were designed for the sole benefit, in some predetermined manner, of the institutions obtaining them, and by no means for the support of merely nominal students at a Government College. It may also be pointed out that the affiliation of a Government College with one supported by a grant-in-aid, is unsanctioned by any Despatch, however liberally construed, or by any real precedent in the entire annals of Indian Education: the only semblance of such a precedent being, (as at Agra), where some old endowed school is re-organised and grafted on a Government College; which is obviously the converse of the case in question. The tendency of the connection between the Panjáb University and Government College, is to defeat the object for which the latter was founded, *viz.*, to prepare students for the higher examinations of the Calcutta University; and a conspicuous proof of this tendency was referred to in para. 10 of Mr. Pearson's report for 1871-72. Eleven students had sent up their names for the First Arts Examination of the Calcutta University, in November 1871, but the Panjáb University Examination was held shortly before, and five men who passed the latter examination and obtained scholarships at once withdrew from the Calcutta University Examination, for fear of losing their scholarships if they took part in it and failed. Owing to the withdrawal of these, the best candidates, the results of the Calcutta First Arts Examination were quite discreditable to this College; as only one out of the other six passed, and he only in the 3rd division. This man is now the only student who can go up for the next B. A. degree Examination of the Calcutta University. Of the five who withdrew only two remain in the College, enjoying their scholarships, but reading without any definite object, as they have no higher examination of the Panjáb University College to prepare for. Under the circumstances I have urged them to appear at the next First Arts Examination of the Calcutta University, with the ulterior view of taking a degree; but they will have lost two years by their withdrawal from the examination in 1871.

19. The simple but effectual remedy for the various evils pointed out is a complete separation of the Panjáb University and Government Colleges, as being institutions founded for different purposes, and conducted on different principles. The only objection to this course, of which I am aware, is, that many students will leave the College if the stipends they get from the Panjáb University College are withdrawn; but if the course recommended be strictly right, as agreeing with the principles laid down in the Educational Despatches, and acted on throughout the Empire, any objection to it is beyond the proper concern of those whose* duty it is loyally to carry out those principles, and should be regarded as one of the disadvantages inseparable from every policy. The loss of scholars, however, is not necessarily an evil, (unless the mere number of paid students in a College be accepted as the sole criterion of its prosperity and usefulness), and it is probable that only those men would leave, whose continuance at College is neither beneficial to them nor the country. For the men whom it would be really desirable to keep, about 20 altogether, about Rs. 250 per month would suffice for scholarships, if distributed in the manner proposed in para. 8, until the supply of really good men from Zil' Schools sensibly increased. The gain to the College from greater regularity and uniformity of teaching, and from the better progress that the remaining select pupils could make, would more than counterbalance the loss of a score of unpromising students; while the gain to education generally from allowing the Panjáb University and Government Colleges to develop, independently, whatever may be good in their respec-

* *Vide* para 6 of Despatch No. 52 dated 13th April 1858.

tive systems, (as well as from the stimulus which the formation of a separate staff of teachers by the Panjáb University College, would give to the scholastic profession), would be decidedly greater than from the present ill-assorted connection between two heterogeneous institutions. Although, however, I have considered it my duty to represent these matters with some fulness to the Government, I feel myself powerless to alter the existing arrangements (of which I thoroughly disapprove) without special authority to carry out the views I have advocated of College management in strict conformity with the Educational Despatches.

From J. SIME, ESQ., *Principal Government College, Dehli, to* J. G. CORDERY, ESQ., *Director Public Instruction, Panjáb, dated Dehli,* 16th *May* 1873.

I have the honor to submit my Report of the Dehli College for the year 1872-73.

Average roll and attendance during the year.

1. The average number on the rolls during the year was 45, the average daily attendance 38, or 84 per cent. This comparatively low average of attendance is accounted for by the prevalence of an unusual amount of sickness, especially during September and October.

Number at present in attendance, and decrease from previous year.

2. The number at present on the rolls is 36, or 19 less than at the corresponding period of last year. A variety of circumstances contributed to bring about this large decrease. First there was the usual falling-off from incompetence; no one being encouraged to continue his studies, who, in approaching the higher standards, gets manifestly beyond his depth. Then five of the second year class, who failed in the last First Arts Examination of the Calcutta University, left the College. Further, five students who had in the previous year passed the First Arts Examination of the Panjáb University College, and who had pledged themselves to study for the higher examinations of that Institution, left College when the Senate withdrew, at least for the present, from its obligation to hold such higher examinations. Besides, the contribution in January last of fresh undergraduates was smaller than usual.

Distribution over classes of present attendance.

3. The 36 students at present on the rolls are distributed over the various classes, thus:—

B. A. class	4
Third year class	4
First Arts second year class	17
First year class	11
..	36

Of the 11 who make up the first year class, *seven* were drawn from the Dehli Zil' School, the remaining *four* from St. Stephen's Mission School, Dehli. Four of the seven from the Zil' School had passed the Matriculation Examination of the Calcutta University in the First Division, which is a promising circumstance.

Scholarships.

4. Scholarships to the amount of Rs. 5,193 were drawn from the following sources during the year:—

From Government	Rs. 2,073
From the Panjáb University College	„ 3,120
Total	„ 5,193

Almost every student received a scholarship either as a reward for merit, or as a sustentation allowance.

Fees.

5. The amount of fees collected was Rs. 896 against Rs. 1,029 of the previous year. This amount of course varies with the attendance.

Examinations.

6. The examinations to which the classes were subjected during the year were those of the Calcutta University, the Panjáb University College, and the Department. The first and last make together a complete system of test examinations for all the classes, whilst the extra examination, as you are aware, could not in the circumstances be evaded. The results of the Calcutta and Departmental Examinations, for the sake of completeness of representation, are given first, those of the Panjáb University College afterwards.

Calcutta University Examinations.

7. For the First Arts Examination of the Calcutta University we sent up 18 candidates, of whom only six passed, all in the third Division. This is a bad result; but if it be considered that *five* of the candidates (having already passed the First Arts Examination of the Panjáb University College) were third year students, who had been obliged, on the decision of the Panjáb Senate already referred to, to attempt the examination almost without preparation, and that *one* candidate was absent from sickness, the result for the remaining *twelve* who went up to the examination in the natural course will not appear so unfavorable. The low place taken by the successful candidates was not unexpected, for the class was altogether a very inferior one, but it *was* strange that some of the best students should have failed.

For the B. A. Examination we sent up eight candidates, of whom three passed, one in each Division. Here, again, there were unexpected failures in Mathematics and Philosophy chiefly, but one in Arabic only of one of the best students in that language. The three successful candidates were Baij Náth, Bábú Mal, and Shámjas Rái. The first of these stood sixth on the list in the First Division, which is the second highest place that has been gained by a student in Northern India. In recognition of his merits, Baij Náth has been elected to the Pattiálah translatorship of the Panjáb University College.

For the M. A. Examination, in honors, one candidate presented himself in English Literature, and passed in the Second Division. This candidate was Madan Gopál. He stood *third* on the whole list of successful candidates in his subject, and I am in a position to state that, but for the paper on comperative Grammar, which appeared to me at the time to be drawn up too exclusively for Bengálí-speaking candidates, he would have headed the list, and most probably in the First Division. I have already addressed you in favor of this talented young man. He has been elected to the Panjab McLood Fellowship of the Panjáb University College, and I look upon his deserts as little inferior to those of his predecessor, Hukam Chand.

Departmental Examination.

8. The examinations of the Calcutta University test only the second, fourth and fifth classes, and a Departmental Examination was held contemporaneously with those to test the remaining classes. This is a more satisfactory arrangement than that hitherto followed, by which the necessary examinations are reduced to their minimum in number and to their maximum of purpose. The classes examined were the first and third. From the former nine candidates offered themselves for examination, and did fairly well. You drew attention in your Circular on the results to a special weakness in Mathematics. This has the attention of the Mathematical Professor. The English also was weak; but the teaching of this subject, as well as of Mathematics, is always up-hill work during the first years of the undergraduate's course. From the third class only *two* offered themselves for examination. Five, for reasons already stated, had previously left the class. The results were satisfactory for neither examinee. One of them, whilst he did so well as to gain First Division marks on the whole, failed in Mathematics, and the other failed in English. Altogether, when reckoned with a regard to the number of passes, these results are very unfavorable. On the other hand, the average percentages of marks gained were, except in Mathematics, creditable for both classes. These were—for the first class, in English 42; in the Second Language 53; in History 49; in Mathematics 28; in Logic and Mental Science 40; for the third class, in English 48; in the Second Language 51½; in History 45; in Mathematics 29½; in Mental and Moral Science 52. It is, however, obvious that hard work is imperatively necessary before these classes can be expected to do well in their next University Examination.

Panjáb University Examination.

9. For the Entrance Examination of the Panjáb University College, held in April of last year, we sent up 12 candidates, of whom *eleven* passed. All the candidates had, in the previous December, passed the Entrance Examination of the Calcutta University, which is nominally of the same standard. Yet this second examination was compulsory, as by an order of the Senate only such as passed the local examination would receive scholarships, and almost all our students are absolutely dependent on such support. To three of the successful candidates special prizes were awarded for high proficiency. For the First Arts

Examination we sent up three candidates, all of whom passed, and to two of whom special prizes were awarded. In the previous October we had sent up eleven from the same class to the same examination, so that this double examination system actually affects a large proportion of our students. I remarked last year on the injurious effect on this College of such a system; but there was then a near prospect of full University powers being granted to the local Institution. Now, however, when the prospect of these powers is removed to the future, and when yet the necessity of the double examination hangs heavy upon us, it would be difficult to exaggerate the danger of our position. We cannot serve both Institutions: yet how to give up the Panjáb scholarships on the one hand, or to make the Calcutta University of secondary consideration on the other, is difficult to see. There is probably but one escape from the dilemma,—by prevailing on the Senate of the Panjáb University College to give up, for the present, their local examinations, and to accept in their stead the results of the Calcutta University. This is especially necessary for the higher examination. But whatever be arranged, I have now to state emphatically that, from the double scheme in question and faith broken to the third class, this College in the past year received a shock from which it will not soon recover.

Duces and chief prize men of the year.

10. The following were the duces of the year:—

M. A. class	...	...	Madan Gopál.
B. A. class	...	...	Baij Náth.
Third year class	...	...	Nand Kishór.
First Art's class	...	...	Ráj Kumár Banarji.
First year class	...	...	Sheo Lál.

To Madan Gopál was awarded the Cowper silver medal, agreeably to the written desire of Mr. J. C. Parry, the donor. Baij Náth won the Arnold gold medal open to the Panjáb, and the Gubbins's scholarship of Rs. 35 per mensem tenable for two years; and the Gubbins's silver medal was awarded to Ráj Kumár Banarji, who, of the candidates from this College, gained the highest marks in the First Arts Examination of the Calcutta University. Bábú Mal, of the B. A. class, and Sheo Lál, of the first year class, distinguished themselves in the class examinations of the year.

Students withdrawn and appointments obtained by them.

11. During the year thirty-one students left the College, of whom the following have attained appointments:—

From the B. A. class.

Baij Náth, B. A.	...	...	Clerk, Controller's Office. Public Works Department, on Rs. 80 per month.
Bábú Mal, B. A.	...	...	Joined Rúrki College on a scholarship of Rs. 50 per month.
Shám Jas Rái, B. A.	...	...	Head Master Thákar School, Ulwar, on Rs. 80 per month.
Kunj Bihári Lál	...	...	Head Master Ulwar High School, on Rs 100 per month
Káshí Náth	...	...	Second Master Ulwar High School, on Rs. 60 per month.
Jawálá Parshád	...	...	Apprentice in Judge's Court, Meerut.
Jagdís Rái	...	...	Joined Rúrki College on a scholarship of Rs. 50 per month.

From the third year class.

Mádho Naráin	...	...	Computor G. T. Survey, Derah Dún, on Rs. 70 per month.
Panna Lál	...	...	Do. Do.
Narsingh Dás	...	...	Second Master Thákar School, Ulwar, on Rs. 40 per month.
Shugan Chand	...	...	Assistant Master Sanskrit School, Dehli, on Rs. 30 per month.

From the First Arts class.

Baij Náth	... ...	Assistant Master Karnál School.
Rám Chand	... ...	Employed by a Native Raís.
Bholá Náth	... ...	Store-Keeper at Chakráta.

From the first year class.

Bashambar Náth	... ...	Assistant Master Ulwar High School, on Rs. 25 per month.

The remaining 16 who left the College mainly from inability to carry their studies higher are still unemployed. They have not passed entirely from my observation.

The Library.

12. The Library continues to be more and more attractive, and it is remarkable the avidity with which, especially in the higher class, anything having the remotest connection with the subjects of study is sought out and noted. During the year 40 volumes of standard works were added to the Library. Bábú Mal continued to discharge the duties of Librarian up to January, when he was succeeded by Lachhman Dás Popley, B. A. With the work of the former I was well satisfied; with that of the latter especially so.

The Debating Club.

13. The Debating Club continued to hold its meetings during the year, and several remarkably good essays were read by students and others.

The Boarding House.

14. The Boarding House was full throughout the year. The number at present in residence is 45, of whom 11 are students of the College, including the duces of the B. A., First Arts, and First Year classes. I have to express my obligation to Mr. Beddy, Head Master of the Zil' School, for his continued interest in this Institution. The duties of Superintendent were satisfactorily discharged by Pandit Ganga Jíwan. This is an institution which well deserves your utmost consideration.

The Staff.

15. There was but one slight change in the Staff during the year. Lála Srí Rám, M. A., who had been teaching History to the first and second classes, went on leave in January, since which time Mr. McArthur, of the Upper School, has continued to do the work in addition to his other duties. It is much to be regretted that there is yet no very near prospect of an additional Professor to this College.

Concluding remarks.

16. To all my colleagues I am much indebted for their continued assistance and support, and I have much pleasure in testifying to the zeal and efficiency with which they continue to discharge their respective duties. To Mr. Dick, Professor of Mathematics, my acknowledgments are especially due. The return of Mr. Ellis to the College added much to its strength, and the teaching in History of Mr. McArthur is most effectual. The duties of Lála Srí Rám, M. A., Khán Maulví Ziá-úd-dín Khán, and Pandit Káshí Náth, as heretofore, were well and vigorously discharged.

With the work of Lála Básí Lál and Munshí Bashir-úd-dín, of my office, I was well satisfied.

From C. R. COOKE, ESQ., *Inspector of Schools, Ambálah Circle, to the Officiating Director Public Instruction for the Panjáb, No. 129, dated Dehli, 31st May 1873.*

I have the honor to submit my Annual Report for 1872-73.

General statistics.

1. The number of Schools in the Ambálah Circle has decreased from 473 to 445 owing to the closing of 25 Female Schools and a few Primary Schools for which funds were not available. The attendance has not, however, fallen in proportion, the decrease being from 20,519 to 20,489, or only about 1·4 per cent. On the other hand, the amount of fees collected has increased from Rs. 16,580-11-8 to Rs. 17,006-9-11.

The very slight decrease of pupils, compared with so large a decrease in the number of schools, and accompanied with a substantial increase in the fees, presents a proof of the stability and increasing popularity of our system of education.

SECTION I.

CONTROLLING AGENCIES.

2. The following changes have occurred in the Inspectional Staff of the Circle during the past year:—

Maulavi Fazl-ul-Haq, the Chief Muharrir of Ambálah, died of cholera, and, in the hope that the appointment of a District Inspector would be sanctioned, no permanent arrangement has yet been made for his successor, and Suraj Bhan, the Assistant Muharrir, has been allowed temporarily to carry on the work of inspection.

Murli Dhar, Chief Muharrir of Hissár, has been guilty of serious misconduct, and dismissed. He has been succeeded by Munshi Ganga Sahai, Head Teacher of the Fírozpur Jhirka School, in the Gurgáon District.

Munshi Ganga Parshad, Chief Muharrir of Karnál, has been reported by the Deputy Commissioner for drunkenness, and is at present under suspension.

With these exceptions the Staff remains as it was last year.

Change in system of Examination.

3 Before entering into details of the inspection work done during the past year I will try to describe in brief words the few changes which I have thought it necessary to introduce into the system of inspection of Vernacular Schools.

The old plan was to fix centres of examination in each District, and, collecting all the Schools in the neighbourhood, to examine them together. I am far from saying that this system had not its advantages. The plan of examining boys of several Schools together rouses a spirit of emulation, which I venture to think has a healthy effect. Still the result, to my own mind, was not satisfactory, for I could not feel at the end of the day's work that I had made an intimate acquaintance with any of the Schools that had been before me. The only remedy that I could see was to visit every School and examine every boy. This plan, I am now more than ever convinced, is simply beyond possibility to carry out

throughout the Circle. It has been adopted this year in the Dehli, Hissar, Karnál and Simla Districts, and through the greater portion of Gurgáon and Sirsa. In the remaining Districts the centres of examination have been increased—in Ludiánah from three to nine, in Ambálah from eleven to fifteen, and in Rohtak from five to nine.

Work done—
(1) By Inspector.

4 I commenced my tour on 10th October, and marched through the Ludiánah and about two-thirds of the Ambálah District by the end of November. I was then detained at Ambálah to superintend the Sadr and Middle School examinations. As soon as the latter was over, I marched through the rest of the Ambálah District, and completed a small portion of the Dehli District before Christmas.

Having the Arabic, Sanskrit and Normal Schools to attend to at Dehli, I was unable to recommence the District work immediately after the holidays, so that it was not completed till the beginning of February. During the whole of February and March I was engaged in the Gurgáon District, and in the examination of the Mission Schools at Dehli and Ludiánah. The Vernacular Schools of the Simla District have since been inspected, and the Schools of the Lawrence Military Asylum and Roman Catholic Orphanage at Simla have been examined, bringing the work up to the first week in May.

(2) By Assistant Inspector.

5. Mr. Kirkpatrick commenced his inspection early in October, and completed the Hissár and Sirsa Districts, and superintended the Sadr and Middle School examinations at Sirsa before Christmas. During January, February and March he has been marching through the Karnál and Rohtak Districts.

Reason why very little work was done during December.

During the month of December a comparatively small amount of inspection work has been done both by the Assistant Inspector and myself. The reason is, that our time was, during that month, almost entirely absorbed by the work of looking over the papers of the Middle School candidates; and I would here venture to point out how great a hindrance this extra work, coming as it does at the busiest time of the whole year, is to the regular work of inspection. As examiner in English, I had to look over the answers of more than 300 candidates, and Mr. Kirkpatrick, who examined in Arithmetic, had no less than 453 papers. The results too were required by a certain date, which allowed but a fortnight for completing the work. As far as our regular duties are concerned, the month of December was all but wasted. I would therefore respectfully urge upon you the necessity of relieving Inspectors and Assistant Inspectors of this additional labor.

6. The District Inspectors of Gurgáon and Ludiánah have both worked to my entire satisfaction.

(3) By District Inspectors and Chief Muharrirs. District Inspector of Gurgáon.

Munshí Baldeo Sahai, of Gurgáon, is indefatigable and spares himself no labor. His Schools are in excellent order, and he has adopted a system of inspection which enables him to exercise a close supervision over the teachers, and to obtain an intimate knowledge of the progress and attainments of every pupil. It is matter of deepest regret to me that it is considered necessary to transfer him from this Circle.

District Inspector of Ludiánah.

Mír Ghulám Hossain, of Ludiánah, deserves the greatest credit for the flourishing state of his Schools, and I am very pleased to find that the revised scale of salaries will give him an increase of pay. He has a very thorough knowledge of his Schools and one very valuable quality in him is, that he never attempts to hide or excuse irregularities and deficiencies.

Chief Muharrir of Dehli.

Bhagwán Dás, the Chief Muharrir of Dehli, has worked satisfactorily. He is a man of fair abilities, and I believe of undoubted honesty. He tries to do his work to the best of his powers, but he certainly does not possess much activity.

Chief Muharrir Karnál.

Gangá Parshád, of Karnál, has forfeited the confidence of the Deputy Commissioner by disgraceful conduct, and will be removed from the District.

Chief Muharrir of Ambálah.

There is no Chief Muharrir of the Ambálah District. The Assistant, Súraj Bhán, is a man of very indolent habits. He went through the District with me, and was so frequently late in his attendance at work, that I should never think of recommending him for the charge of a District.

Chief Muharrir of Hissár.

Ganga Sahai, Chief Muharrir of Hissár, has very recently been appointed, and I have had no opportunity of judging of his work. I held a very high opinion of him as the teacher of one of the most important schools in the Gurgáon District, and as he has had a good training under Baldeo Sahai, I hope he will turn out well in his present situation.

Chief Muharrir of Rohtak.

Sirdár Singh, of Rohtak, has perhaps done a little better this year. He is at present officiating as Naib Tahsíldár, and it is doubtful whether or not he will be confirmed in the appointment.

Chief Muharrir of Sirsa.

Beli Rám, of Sirsa, has done his work well. He has not many Schools in his jurisdiction, but they are scattered at great distances. Mr. Kirkpatrick, who inspected the District, speaks well of him, and I think he deserves the increased pay which the revised scale of salaries will give him.

(4) By Tahsíldárs.

7. I have much pleasure in bringing to your notice the services rendered by Ujágar Mal, Tahsíldár of Jagádharí, Sheo Parshád of Rupar, Khushál Singh of Jagraon, Amír Alí of Palwal, Bansi Dhar of Nuh, Harí Rám of Gurgáon, Har Jewan Lal of Sámpla, Gúdrú Mal of Kotkhai, and Basant Lal of Dabwáh. These men have all exerted themselves and exercised a careful supervision of their Schools, and I should be glad to see some special mark of favor bestowed on the three men whose names stand at the head of the list. The progress of the Zil' Schools at Jagádharí and Rupar is due in a considerable degree to the influence of Ujágar Mal and Sheo Parshád, and Khoshál Singh of Jagráon has the credit of establishing the first Hindú Female School in the district of Ludiánah.

(5) By Local Committees.

8. The Local Committees of Public Instruction at Jagádharí and Rupar have especially distinguished themselves by their activity, and I hope that some especial notice may be taken of their exertions. The Committee at Karnál has shown a little more animation than usual, but those at Rohtak, Bhewáni and Rewárí have done little or nothing.

SECTION II.

GOVERNMENT SCHOOLS.

ZIL' SCHOOLS.

Zil' Schools—attendance and fees.

9. The seven Zil' Schools of this Circle are all of the Middle Class. The number of pupils has increased from 2,190 to 2,328, as shown in the following table:—

	No. of pupils on rolls.	
	1871-72.	1872-73.
Middle Department	335	445
Lower Department	1,855	1,883
Total	2,190	2,328

There is an increase in every School except that at Bhewání. Of the prospects of this School, which are not very bright, I shall speak farther on.

The fees collected in the Middle Department amount to Rs. 1,157-2-5, and in the Lower Department to Rs. 1,330-8-2. The amounts realized in the previous year were respectively Rs 1,072-9-3 and Rs. 1,460-5-5 So that in the total there is a decrease of Rs. 45-4-1.

In the Lower Department the decrease is Rs. 129-13-3, which is unsatisfactory considering that the boys who come to these schools are principally of that non-agriculturist class who, except through their monthly fees, pay nothing for education, and from whom fees ought in all cases to be rigidly enforced

Results of examinations, Middle School and Lower School.

10. Thirty-one boys went up for the Middle School Examination from Zil' Schools Twenty-nine passed.

189 candidates were examined according to the Lower School standard, of these 151 passed.

Jagádhárí Zil' School.

11. The attendance in the Middle Department of the Jagádhari School has risen from 46 to 61, and the fees from Rs. 186-15-9 to Rs. 231-13-0. In the Lower Department there has been a slight increase in numbers, but a decrease in the fees, which have fallen from Rs. 470-11-11 to Rs. 384-2-0. Still even now the sum realized is higher than in any other Zil' School in the Circle.

Pandit Umá Shankar, the Head Master, succeeded Múl Chand in the charge of the School in April 1872, and has performed his duties zealously. His assistants, Baldeo Sahia, Umrao Singh, and Maulavi Azizuddín have also worked well.

The results of the Middle School Examination are satisfactory. 8 candidates appeared and all passed. In the Lower School Examination 21 passed out of 27.

Good progress has been made in the classes of the Middle School, and also in the Central School of the Lower Department, but the Branch Schools do not appear to me to be accomplishing much. They contain a large number of boys, but a very small proportion of these ever go beyond what is taught in an ordinary Hindí indigenous School. The Pándhás, who are the chief means of bringing the boys together, do not encourage their pupils to learn Urdú. The school-house is one of the worst I have ever seen, and the accommodation most insufficient. I hope however that there is now a prospect of a new house being built. At present the Middle School and the Central Lower School, containing in all nearly 250 boys, are located in rooms which are in reality not able to accommodate half the number.

The success and popularity of this School are due in a very great degree to the interest taken in it by the members of the Local Committee. Headed by Lála Bansi Lal and the Tahsíldár, Ujágar Mal, the members have during the past year been ever ready to promote education, and on more than one occasion have contributed handsomely towards prizes for the Branch Schools. The Jagádhari Committee is quite an exceptional one, and I hope that some special notice may be taken of their work.

Rohtak Zil' School.

12. The returns of the Rohtak Zil' School show an increase of pupils, both in the Middle Department and in the Lower, but at the same time a decrease in the fees.

The progress in the School is satisfactory. Four candidates who went up for the Middle School Examination were all successful, and have entered the Upper School at Dehli. A good amount of work has been done throughout the Middle School, and all the classes are fairly advanced. Arithmetic and Persian Grammar were considered to be weak subjects in the 3rd and 4th classes; but the handwriting, both English and Persian, is especially good in these classes. The Lower Department is doing its work successfully. 27 boys passed the Lower School Examination and were drafted into the Middle School. Mr. Wade, the Head Master, is very popular, and has managed his schools excellently. The attendance registers and account books are most neatly and carefully kept up at Rohtak. Jamna Dás and Mádho Narain, the Assistant

English Masters, are good teachers and have worked satisfactorily. The former has lately been promoted to the Head-Mastership of the Bhewáni Zil' School. The Persian teachers, Sikandar Alí and Yusaf Khán, deserve favorable mention.

The School building is in good order; but a boarding house is much needed for boys who come in from the District Schools. The Local Rates Committee have approved of the Head-Master's suggestion to build a house for this purpose in the School compound, and have made provision for it in the budget of 1873-74.

Rewári Zil' School.

13. The Middle Department of the Rewári School now contains 135 pupils, and the Lower Department 309; the total increase is from 360 to 444. Fees have risen from Rs. 493-12-0 to Rs. 514-7-0.

The six boys who went up for the Middle School Examination all passed, and out of 55 candidates, 51 passed the Lower School standard. These satisfactory results reflect the greatest credit on Sheo Pershad, the Head-Master. The progress of the classes in the Middle School has been very fair, but it is with the excellent administration of the Branch Schools that I have been particularly impressed. These schools are without comparison the best in my Circle. There have been many difficulties to contend against, but I believe that Sheo Pershád has now really succeeded in making these Vernacular Schools popular. The children of some of the richest and most respectable families in Rewári attend them; the teachers employed are efficient men, and, as the results of the Lower School Examination have proved, the work has been thoroughly well done. In the lowest class even I found that the more advanced boys were, as far as reading and writing were concerned, quite fit for admission into the Middle School, but of course were not up to the mark in Arithmetic. I anticipate a very large increase to the Middle Department next year. The 3rd class is already of unwieldy size, containing over 70 boys, and it is taught in two divisions. An extra teacher is therefore urgently required, the ordinary staff of three English and two Persian teachers being quite insufficient to carry on the work. A separate application on this subject has been submitted. The steady progress of this school during the past three years since the appointment of Sheo Pershád to the Head-Mastership amply testifies to the excellence of his management, and he has been ably assisted by his subordinates, Sukhdeo Singh and Rámjiwan, English teachers, Mir Farzand Alí, Pandit Bál Mokand, and all the Branch School teachers. The School-house is in fair order, but large enough to afford accommodation to the classes of the Middle School only. All the Schools, five in number, of the Lower Department are located in hired buildings. A boarding-house is much needed, and I trust that the Local Rates Committee will be in a position to sanction the proposal. A plan and estimate have been prepared for their consideration.

Bhewáni Zil' School.

14. The Bhewáni Zil' School is the only one in the Circle of which it can fairly be said that no progress has been made. The attendance has decreased from 381 to 335, and the collection of fees from Rs. 244 to Rs. 218. Four boys were sent up for the Middle School Examination; two passed. Considering that in *all* the other Zil' Schools of this Circle there was not a single failure, this result can scarcely be looked upon as satisfactory.

Sixteen boys presented themselves for the Lower School Examination, nine passed and were admitted into the Middle School; the remaining seven failed very badly in Arithmetic. In the classes of the Middle Department the progress is fairly satisfactory, though in Persian the translation was anything but good, and the knowledge of grammar very inferior. The Lower Department, owing to the very inefficient teachers employed, has been useless. I have now reorganised the Staff, and may possibly find better results on my next visit. I have not however much hope of an English School being appreciated here. The trade of Bhewáni has been diverted by the Railways, and it is not likely that the town will ever regain the importance it once possessed. The inhabitants are nevertheless still comparatively wealthy, and the town enjoys a large municipal income; and if the people evinced the slightest desire for education of any kind I should be only too glad to gratify them by maintaining the Zil' School. Under existing circumstances I do not see what course is open to us except to close the School at the end of the year, unless we find a very great change in the feelings of the people. At a meeting of the principal inhabitants I explained this matter clearly, but could elicit no response or expression in favor of education. Colonel Forster, the Deputy Commissioner of the District, is of opinion that the Zil' School would be more prosperous at Hissár. But taking into consideration that the Aided English School already established

there maintains but a struggling existence, and is so little appreciated by the people employed in the Government offices that none of their children attend, I am inclined to differ from Colonel Forster.

I am satisfied with Hírá Lál, and his assistant Behari Lál. If their exertions have not produced much fruit, I believe it is rather to be attributed to the barrenness of the soil on which they have been required to work, than to any want of industry on their part. In justice to the teachers I should not omit to notice that the town was for some time prostrate with dengue fever.

Hírá Lál has been transferred to Jhelam and Behari Lál to Rohtak. It seemed absurd to keep two such highly paid men, whose joint salaries amounted to Rs. 220 a month, in so insignificant a School as Bhewáni. Jamna Dás on Rs. 80, and a Second Master on Rs 30, have been appointed in their places, reducing the expenses by just one half. The School-house is in good order.

Karnál Zil' School.

15. The attendance in the Middle Department of the Karnál School has increased from 41 to 68; and the fees from Rs. 111-13-0 to Rs. 140-15-9. In the Lower Department, however, there has been a decrease both in number of pupils and the collecton of fees, the attendance having fallen from 180 to 154, and the collection of fees from Rs. 194-2-0 to Rs. 160-5-9.

On the whole, however, the attendance and fees remain very nearly the same as last year. All the six boys who were sent up to the Middle School Examination passed, and out of 39 candidates for the Lower School Examination, 32 were successful. The progress throughout the other classes of the Middle Department has not been quite what it might be, but the School has suffered disadvantages during the year. On account of the prevalence of fever the School was for two months nearly empty. Again, there have been several changes in the Staff, which are always, in my opinion, very detrimental to progress. Mr. Caldwell held the Head-Mastership till the end of August, when he was transferred to another appointment, and the school was left in charge of Khittar Chandra the Second Master. Rádha Kishan, who was formerly Head-Master, has been retransferred to the appointment, and joined on the 24th December. It has been discovered that during the period that the Second Master was in charge several irregularities occurred, and Khittar Chandra has been dismissed in consequence. Makhan Lál, the Third English Master, has also misconducted himself, and has been transferred on reduced pay to the Bhewáni School.

Rádha Kishan, the present Head-Master, is a steady, painstaking man. His work is however somewhat impaired by his weak state of health. The Persian teachers of the school have worked satisfactorily. The progress in the Lower Department is good, and the teachers have taken trouble. On arithmetic especially great care has been bestowed, and the subject has been better taught in the Branch Schools than in the Middle School. The Local Committee has shown a little more life than usual, and have held their meetings regularly. Captain Harcourt who has lately taken charge of the District, has promised me his best support, and I trust that I shall be able to report greater exertions on the part of the Committee next year.

Rupar Zil' School.

16. Very satisfactory progress both in attendance and fees is visible in the Rupar Zil' School. The number of pupils has increased from 45 to 55 in the Middle Department, and from 263 to 285 in the Lower Department. The total collection of fees has risen from Rs. 174-5-9 to Rs. 200-15-3, there being an increase in both departments. Though, in consequence of the outbreak of cholera, the School was, at the suggestion of the Civil Surgeon, closed for about a month soon after the boys had reassembled after the summer vacation, I am glad to report that the results of the annual examinations have been satisfactory. The four boys who went up to the Middle School Examination all passed, and 3 boys were successful in the Lower School Examination.

The progress in the Middle School is satisfactory; but the Branch Schools are not in so efficient a state as they might be. The Staff of Branch School teachers requires to be reorganised.

Gopal Sahai has worked with great zeal and judgment, and the services of Mithú Lál, Siráj-ul-Haq and Rádha Kishan are deserving of praise.

The Local Committee have exerted themselves in the interests of the school, and the members have taken the superintendence of the Branch Schools into their own hands. Some special mark in appreciation of their services will I hope be bestowed, and I beg prominently to bring to your notice the exertions of Sheo Parshád, the Táhsíldár and President of the Committee.

Simla Zil' school.

17. Though there is an increase in the attendance at the Simla Zil' School, the number of pupils is still very small,—23 in the Middle Department and 52 in the Lower. There has been a satisfactory increase of fees in the Middle School, but a decrease of 23 per cent in the Lower School.

I believe that a much larger attendance might be obtained if funds were available for the support of more boys in the boarding-house. The Head-Master has reported to me that there are several boys, residents of the Kanáwar valley, about 12 marches in the interior from Simla, who would willingly enter the school if some subsistence allowance were given them.

The boarding-house is supported by contributions, amounting to about Rs. 50 a month, from some of the Hill Chiefs, the principal subscribers being the Rajas of Náhan, Biláspúr, Bishuhar, and Nálagarh, who pay Rs. 8 a month each. About 9 or 10 boys receive food from this fund, and lodging in the boarding-house.

The highest class being the fifth, no boys went in for the Middle School Examination. At the Lower School Examination 8 boys passed.

Mr. Carbery took charge as Head-Master on the 23rd April 1872. The Second Master, Jauhari Mal, was dismissed for misconduct, and was succeeded by Sheodiál Singh, teacher of the Hissár School.

The School building and boarding-house are much in need of repair, and an estimate has been submitted by the Executive Engineer.

Anglo-Arabic School, Dehli.

18. A notice of the Anglo-Arabic School at Dehli may well be inserted here. It is not, properly speaking, either a Government or an Aided School. It is really a private school under the management of Government. It was established in February 1872, and is supported by the endowment of Nawáb Fazl Ali Khan, which produces an income of Rs 607 a month. This amount is expended thus—Rs. 407 on tuition, Rs 150 on scholarships, and Rs 50 on rent of school building. The School now contains 70 boys in the Middle Department and 200 in the Lower. Mr. Paul is the Head-Master, and the staff of teachers in both departments is efficient. The English Assistants, Wajid Ali and Rámchand, are good teachers; they, as well as the Arabic and Persian teachers, are mentioned in the Head-Master's report as having worked with industry. The sum of Rs. 150 allowed for scholarships is distributed as follows: 4 boys who passed the Middle School Examination last year, and have been admitted into the Upper Department of the Dehli Zil' School, receive between them Rs. 9-8-0, 34 boys of the Middle Department receive stipends varying from Rs. 1-8-0 to Rs. 2-8-0, and making an aggregate of Rs. 63-8-0, and 64 boys in the Lower Department receive scholarships averaging about Rs. 1-4-0, and making a total of Rs. 77. Thus about half the boys in the Middle School and nearly a third in the lower receive stipends.

It was formerly a matter of great regret that out of the large number of Muhammadans resident in Dehli so few availed themselves of the education offered in the Government and Aided Schools.

Various expedients were tried, such as the introduction of Arabic into the Zil' School course, and the offer of scholarships for proficiency in this particular study. All however failed, and until this school was established it seemed a hopeless task to endeavour to draw the Dehli Muhammadans to our schools. The conditions on which scholarships are given are that the applicants should be Muhammadans of respectable family and in poor circumstances, and certain terms are also laid down with regard to age, so that a boy of advanced years admitted into a low class is not considered eligible. A committee of the principal Muhammadan gentlemen of the city has been formed, with Khan Maulavi Ziaúddín Khan, Professor of Arabic in the Dehli College, as their Secretary. These gentlemen decide on the eligibility of candidates, and are sup-

posed to promote in a general way the interests of the school. I am not able to say much in praise of their exertions When I reached Dehli in December I found that scholarships which had been vacant for four or five months had not been filled up, and no meeting of the Committee had been held for a long time. With the exception of the Secretary, no one of the members had ever visited the school, and when, on the occasion of Sir William Muir expressing a wish to see the School, I invited the Committee to meet His Honor, one member only, Nawáb Ziaúddín Khan, put in an appearance.

About Rs. 30 a month are realised as fees, and from this source are paid the salaries of an extra teacher in the Lower School, and of the servants on the establishment.

Four boys who passed the Middle School Examination have been sent to the Upper Department of the Zil' School. Mr Paul was very anxious to lay the foundation of an Upper School by retaining these boys and forming a 7th class. I was also inclined to support his proposal. It would however have involved an increased expenditure, if not at once, at all events a year hence; and as it was found that by no possibility could an increase of income be anticipated, the idea was abandoned, and the boys were sent to the Zil' School. There was some little difficulty about arranging for their Arabic studies, for they had in their own school read nearly up to the Calcutta University Entrance standard, and a good deal beyond the books prescribed for the 7th class, into which they have been admitted. This matter has however been satisfactorily arranged through the kindness of Mr Sime, the Principal, for whose cordial co-operation in all matters which I am called upon to refer to him I will take this opportunity of returning my best thanks.

The result of the annual examination of all the classes was satisfactory. Though the school-house, now rented at Rs 50 a month is very commodious and conveniently situated, I Should be glad to see the School located in a building of its own. It is doubtful how funds for building can be obtained.

General Statistics.

19. There are 326 Vernacular Schools in the nine Districts of this Circle, as compared with 333 at the close of the previous year. There is, as before, one Aided High School. The number of Middle Schools has been increased from 35 to 43, and the number of Primary Schools decreased from 297 to 282. This decrease is to be accounted for partly by the increase in the number of Middle Schools, and partly by the closing of several schools in the Ambálah and Karnál Districts. Though the number of schools is smaller by 7 than it was last year, there has been an increase both in the attendance and the collection of fees. The number of pupils has risen from 13,425 to 13,750, and the amount of fees realised from Rs. 1844-9-9 to Rs. 1939-10-0 In the Aided High School there is a small increase of pupils; and the fees amount to Rs. 249-12-9. In the Schools of the Middle Class the pupils have increased from 3,801 to 4,105, and the fees realised amount to Rs. 1,483-15-0.

In Primary Schools the number of pupils has increased slightly; but the fees have fallen by nearly Rs. 100. A short calculation will show how very unequal is the rate of schooling fee realised in different districts. Fees are not, as a rule, taken from agriculturists, of which class there are 46 boys out of every hundred in Middle Schools, and 71 out of every hundred in Primary Schools. Now, looking upon these as free, we find that the non-agriculturist boys get their education in Middle Schools at the rate of 11 anas, and in Primary Schools at the rate of 5½ anas each per annum. The following is an approximate statement which will explain this matter:—

DISTRICT.	Percentage Agriculturists.		Average Annual Rate of Schooling Fee paid by non-agriculturists.	
	Middle Schools.	Primary Schools.	Middle Schools.	Primary Schools.
Delhi	44	81	12 Anas.	8 Anas.
Gúrgáon	18	45	10 "	8 "
Karnál	54	89	10 "	5 "
Rohták	10	52	4 "	3 "
Hissár	43	65	10 "	5 Pie,
Sirsa	4	59	3 "	9 "
Ambálah	76	87	5 "	3 Anas.
Ludianah	51	62	Re. 1 12 0	10 "
Simla	No fees realized.			

The rates vary from Rs. 1-12-0 to 3 anas in Middle Schools, and from 10 anas to 3 pie in Primary Schools. The low rate in the Middle Schools of the Ambálah District is I think to be accounted for by the fact that they contain a much larger proportion of agriculturists' children than is to be found in any other District. The rates in the Ludiánah and Dehli Districts are satisfactory, but the difference in the rates in the Middle and Primary Schools of Hissár is unaccountable.

Results of Annual Examination.

20. The annual examinations established for Vernacular Schools are the Middle School standard for the 6th class of Middle Schools, the Primary School standard for the 4th class of Primary Schools, and the Lower School standard for the 2nd class of all Vernacular Schools. The results for this Circle are given in the following statement :—

	Number of Candidates.	Number passed.
Middle School Examination	54	44
Primary " "	208	94
Lower " "	1,523	674
Total	1,785	812

Besides these, the 5th class in all Middle Schools has been examined by written papers, and the Lower Classes orally.

English Departments.

21. I am glad to report that the Schools to which English Departments are attached are now in a much more satisfactory condition than formerly. The Zil' School scheme of studies has been introduced, and the confusion which existed has now ceased to be.

Female Schools.

22. The number of District Female Schools has been reduced from 51 to 24, and the number of pupils from 984 to 457. The reductions have taken place principally in the Ambálah and Karnál Districts, which had respectively nine and ten Government Schools, and where funds were not available for the support of so many

Teachers' Examination.

23. In August last I held an examination of all the Vernacular School teachers in the Dehli, Karnál and Rohtak Districts. Some few men passed very successfully, and I may mention with special praise Amu Ján of Farídábád (Dehli), and Niadar Singh of Kunjpura (Karnál) The results however were generally very disastrous, and several teachers holding charge of Middle Schools failed in subjects they are required to teach their classes. These men will be re-examined in August next, when I propose to hold an examination of the Ludiánah and Ambálah teachers. I am afraid this plan is not a very popular one amongst those concerned ; but I find it of very considerable advantage and assistance in the work of inspection.

In the account which I now proceed to give of each District separately, I shall, as usual, include all schools within the jurisdiction of Deputy Commissioners.

Dehli District.

Attendance and Fees.

24. In the Dehli District there are 37 Boys' Schools, being one less than last year. The number of pupils under instruction has risen from 1 353 to 1,496, and the fees from Rs. 263-10-0 to Rs. 273-6-3.

25. The Middle Schools, five in number, are the same as last year. They exhibit a slight increase in attendance and fees. Five boys appeared at a Middle School Examination, of whom three passed. Fifty boys were examined by the Lower School standard; 18 were successful.

Middle Schools.

The Sonepat School has an English Department and has adopted the Zil' School scheme of studies, all boys above the second class learning English. The classes are in a satisfactory condition, and the teachers have worked well.

The number of pupils in the Arab Sarai School is small, and I do not think there is much likelihood of its being increased.

There are six indigenous schools at Arab Sarai and Nizám-ŭd-din, encouraged, if not supported, by the family of Mirza Iláhí Bakhsh. It is not possible, therefore, that much influence can be exerted in favor of the Government School.

The classes have not made much progress; they were weak in Arithmetic, Dictation, and Grammar.

The Najafgarh School is by far the worst Middle School in the District. The teaching from the highest class to the lowest has been very inferior, and I have no hesitation in saying that Maqsúd Alí, the head Persian teacher, has most thoroughly neglected his work, and further, that having failed badly in the teachers' examination, he is not a competent man to hold charge of a Middle School. I have recommended that he be transferred to a Primary School.

The Farídábád School is in a fairly satisfactory condition. Amú Ján, the Head Teacher, is a competent man, and in the teachers' examination stood first in the District.

The Persian Department of the Balabgarh School is good. The Nágrí classes very bad.

In the following table are collated the results of the annual examinations, so far as the Dehli District Middle Schools are concerned :—

SCHOOL.	MIDDLE SCHOOL EXAMINATION.		LOWER SCHOOL EXAMINATION.	
	No. of candidates.	No. passed.	No. of candidates.	No. passed.
Sonepat	...	...	10	7
Arab Sarái	...	...	6	2
Najafgarh	2	...	10	2
Farídábád	1	1	14	2
Balabgarh	2	2	10	5
Total	5	3	50	18

26. The Primary Schools are in number 32, one less than last year. The attendance has increased from 950 to 1,082, but the fees have decreased from Rs. 111-11-0 to Rs. 101-2-0. Still, according to the table given above in para. 19, the rates are respectable.

Primary Schools.

The results of the Annual Examinations are these—

Primary School standard, candidates 28, passed 17
Lower School do do 166 do 57.

In the Higher Examination the result is above the average of the whole Circle, and in the Lower Examination it is below.

Each School has been inspected in its own building, and an examination of all the boys in it held in presence of the villagers, who were all invited to attend. There are, without doubt, very considerable advantages in this system of inspection. Still I cannot help noting that on this plan the results of the examinations in this District have been most decidedly inferior to those of past years I am inclined to ascribe the failure to the want of that spirit of competition which is aroused when several Schools are assembled together.

The following Schools are good :—Pálam, Mahrolí, Alíganj, Garhi Brahmanán, Narilá and Boána. The Schools at Pálam and Mahroli, containing respectively 78 and 69 boys, are fit to be raised to the Middle Class. The Schools noted as very bad are Marthál, Ganaur, Pura Purána Qila at Dehli, Bádli, Halálpúr, Kair, Chirág Dehli, Bhopáni and Pindwála. In most of these Schools I found the teachers to be utterly incompetent men.

Female Schools.

27. Four Female Schools in the city of Dehli have been closed; they were of little or no use, and funds were insufficient for their support. The four Schools now existing contain 97 pupils. The Schools at Arab Sarái and Mohna are for Muhammadan girls. In the former the progress is very fair, and the highest class, corresponding to the 2nd of a Primary School, is well advanced; in the latter the teacher, Hátim Alí, is not a very competent man, and very little has been done. The Hindi schools are at Pálam and Chaensa; a few of the girls can read and write, but no great advancement is visible.

Gurgáon District.

Attendance and Fees.

28. The number of Schools in the Gurgáon District has been reduced from 51 to 50. The fees have increased from Rs. 552-13-9 to Rs. 721-13-6, and the number of pupils has risen from 1,927 to 2,100, there being an increased attendance both in Middle and Primary Schools.

Middle Schools.

29. There are six Middle Schools, two Government and four Aided. In the former there are 216 boys, in the latter 426, so that the average number in each is a little over 100.

The Government Schools are at Hasanpur and Punahana.

The Hasanpur School has 122 boys.

The Upper Classes are in good order; but I was not well satisfied with the work of the Lower Classes in either the Persian department or the Nagri. The assistants have neglected to teach Geography, and a very small proportion passed the Lower School Examination.

The Punahana School is not a good one, and the quantity of work done during the year is small. There are three teachers in the Persian department, a very ample staff, and better results ought to have been shown. Of the four Aided Schools, that at Palwal is one of the best in the District, and the results of the examination could scarcely have been better. I was particularly well pleased with the Arithmetic and the handwriting in the lower classes. The state of the School reflects credit on the management of Mír Jafir Husain, whose staff is too small for a large School like this with the full six classes. Another assistant in the Persian department is much needed. The Fírozpúr Aided School is also in excellent order. The teaching of Euclid and Arithmetic is very good, and the Head Teacher, Ganga Sahái, is an intelligent and painstaking man.

He has since my visit to the School been promoted to the post of Chief Muharrir of the Hissár District.

The staff of teachers is insufficient and another assistant is required. The Sonah School is the worst of all the Middle Schools in the District, and the Head Teacher, Gobind Jiwan, has not paid sufficient attention to his work. A large number of boys failed in Arithmetic, and I found Urdu and Persian Grammar badly taught. In the Farakhnagar School the results of the examination were good, and I think Arithmetic has been especially well taught in the 3rd and 2nd classes by Shartúddín, the Assistant Teacher.

Qamrúddín, the Head Teacher, has worked well. The Nagri classes are not satisfactory. The teacher knows little or no Arithmetic, and is not a fit man for the post. I have recommended his dismissal. The following are the results of the annual examinations :—

SCHOOL.	Middle School Examination.		Lower School Examination.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Hasanpúr	2	2	13	4
Panahana	2	2	4	2
Palwal	3	3	11	10
Firozpúr	3	3	17	8
Sonah	4	4	8	3
Farakhnagar	0	0	9	5

There were no failures in the Middle School Examination, and the Lower School results are above the average.

Primary Schools.

30. There are 44 Primary Schools (of which one is Aided), containing in all 1,458 pupils. At the close of last year there were 46 Schools, with 1,423 pupils. The fees have decreased from Rs. 476-5-9 to Rs. 404-9-6.

The results of the annual examinations are very satisfactory. 16 boys were examined by the Primary School standard, 13 passed; while in the Lower School Examination 116 were successful out of 202. Both these results are above the average, for the number passed throughout the Circle is about 45 per cent in each of the examinations. There are several very good schools in the District, and only two—those at Sirhol and Sahi, in the Gurgáon Tahsíl—which are really bad. There are two Nágri Primary Schools in the town of Rewári called the Kayathwára Schools. They are in good condition, but have very few, if any, children of agriculturists. The Zil' School with its five branches, well supported as it is by the Municipality, should be able to provide education for the townspeople, and the money now spent on these two Kayathwára Schools would be more profitably expended on the education of agriculturists' children.

Female Schools.

31. At the close of last year there were 12 Girls' Schools, now there are only 5; and I think the Deputy Commissioner has acted wisely in reducing the number. The Schools now existing are—

Pálla	containing	12	girls
Sonah	ditto	27	„
Rewárí	ditto	22	„
Farakhnagar	ditto	18	„
Wazírpúr	ditto	20	„

Sonah and Wazírpúr are Nagri Schools, the other three Persian. The Pálla School has fallen off very much since I last saw it. Not only is the attendance much smaller, but the progress of the girls is very slight. The teacher complained to me that the children attended very irregularly. The School will scarcely be worth keeping up if the attendance is not improved. When I first saw the School in 1870, the villagers evinced a strong desire to educate their daughters; this, however, seems to have died away. The Sonah School has improved very much. Many of the girls can read, and in handwriting and dictation there is marked progress.

In the Topchiwára School at Rewári I found no improvement. The girls are no further advanced than they were two years ago.

The Farakhnagar School is by far the best in the District, and I may almost say in the Circle. Two of the more advanced girls are reading the 2nd Persian book and trans-

late very fairly. They read very fluently a difficult piece of Urdu which they had not seen before. In Arithmetic they can work sums in sumple Multiplication, and in Geography knew the Map of the Panjáb very well, and that of Hindustán fairly.

During the course of my tour I received two applications for the establishment of Female Schools. One was at Hátin, where there was formerly a School which was closed in consequence of the death of the teacher. The villagers now desire that it be reopend, and that the late teacher's son be appointed to the charge if it. He is a mere lad, and the Deputy Commissioner, very properly I think, objects to the proposed arrangement. The people, on the other hand, will not send their children to a female teacher. The second application was made at Hasanpur, where a Muhammadan, by name Amínúddín, has collected nine or ten little girls and has begun to teach them. He says he can guarantee 20 children if he is appointed teacher. Here too the people object to a female teacher.

Notice of District Inspector.

32. I cannot speak too highly of the way in which the Schools of the Gurgáon District have been managed by Munshi Baldeo Sahae. He is indefatigable in his exertions, and his method of examination is the most systematic, and his plan of noting in the log book of every school the progress of each boy down to the merest beginner is the most perfect I have seen. There are no Schools in my Circle which can compare with the Schools of the Gurgáon District.

Notice of Tahsildars.

33. I have already in a previous para. brought to your notice the services of the Tahsíldárs of Palwal, Nuh and Gurgáon, whose visits to the Schools within their jurisdiction have been both frequent and beneficial. On the other hand I am bound to draw attention to the want of interest evinced by the Tahsíldárs of Fírozpur and Rewári. In the Fírozpúr Tahsíl there are but five Schools. Except on one occasion, when he was ordered by the Deputy Commissioner to superintend an examination at the Fírozpúr School, the Tahsíldár does not seem to have visited one of his Schools during the whole of the year 1872. The Tahsíldár of Rewári has been equally neglectful.

The healthy condition of the Gurgáon District Schools is due in a very great measure to the great interest taken in education by Mr. Oliver, Deputy Commissioner.

Karnál District

Attendance and Fees.

34. The Schools of the Karnal District are 46 in number, 6 less than last year. The attendance has slightly increased, and the fees have risen in both Middle and Primary Schools, and in the total from Rs. 99-4-0 to Rs. 168-9-0. Mr. Kirkpatrick inspected the Karnál Schools, and has called attention in his report to their very uneven distribution over the District. There is a tract of country of about 250 square miles, having the grand trunk road on the east and the Kaithal road on the south, in which there are no Schools; and another still larger tract and containing some important towns in which there is not a single School. The Deputy Commissioner and District Committee have been asked to take this matter into consideration. Mr. Kirkpatick has also submitted the names of no less than 12 villages in which School-houses have been built and are now deserted.

Middle Schools.

35. There were last three year Middle Schools with 548 pupils. The Kunjpúrah School has since been raised to the Middle Class, and there are now four. But the attendance has fallen by more than 100. There is, however, a very satisfactory increase in fees, which have risen from Rs. 85-4-0 to Rs. 132-8-0. Seven candidates went up for the Middle School Examination in English, but only two passed. 39 boys were examined by the Lower School standard.

The Pánípat School has an English Department and is on the plan of a Zil' School. English, however, is not well taught, and I do not think the study of it is at all popular. Three boys were sent up to the Middle School Examination, and two of them succeeded in passing. In the Lower School Examination nine passed out of sixteen.

The Kaithal School, which also has an English Department, has done badly. The four boys who went up to the Middle School Examination all failed, and in the Lower School

Examination only two passed out of seven. There has been much sickness in the town, and the attendance has been very irregular. The English Teacher, too, was ill for four months, and nevertheless attempted to carry on the work, He ought to have been required to take leave. He is not a man of great attainments; but has hitherto managed the School very well.

The Pandrí School has been unfortunate. The teacher, after several months' illness, died at the beginning of the year, and at the request of the inhabitants his son, a boy of the 5th class, was appointed by the Deputy Commissioner to succeed him. The results were very disastrous. The boy was utterly inexperienced and quite incompetent. The Assistant Teacher has, however, worked well, and the lower classes have done very fairly. In the Lower School Examination all the candidates, eight in number, passed.

The Kunjpurá School has only very recently been raised to the Middle grade, and I think is likely to do well.

The Head Teacher, Niádar Singh, is an old pupil of the Pánípat School; he has passed the Middle School Examination, and at the District Teachers' Examination stood at the head of the list. Seven boys out of eight passed the Lower School Examination.

The following are the examination results for the Middle Schools of this District:—

SCHOOLS.	Middle School Examination.		Lower School Examination.	
	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.
Pánípat	3	2	16	9
Kaithal	4	0	7	2
Pandrí	0	0	8	8
Kúnjpúr	0	0	8	7

Primary Schools.

36. The Primary Schools have, in attendance and fees, shown very satisfactory improvement. Though the number of them has been reduced from 49 to 42, the fees have risen from Rs 14 to Rs 36-1-0, and the number of pupils from 1,019 to 1,152.

These Schools have, in the Primary and Lower School Examinations, passed more than the average percentage of candidates; 17 out of 29 in the Primary, and 108 out of 147 in the Lower.

Female Schools.

37. There are three Female Schools—one (Government) at Púndrí, and two (Aided) at Kythal, containing in all 63 girls. Last year there were 10 Government Schools, with 117 pupils; but most of them were quite useless, and nine have been closed. Of the three School now existing, the Aided Hindi School at Kythal is the only one which seems to be making any progress. Several girls can read and write well. In the other Aided School at Kythal, which is a Perrian one, and all the girls Muhammadans, not one could read a line, though some had been under instruction five years. The Government School at Pundrí has been closed for part of the year, and has lately been re-established; the girls knew nothing.

Ambálah District.

Attendance and Fees.

38. The Ambálah District contains 68 Vernacular Boys' Schools, with an attendance of 3,429. There is a decrease of nearly 400 in the number of pupils, but a slight increase in the fees.

The table given in para. 19 shows that the average annual rate of schooling fee paid by non-agriculturists is in this District very small, both in Middle and Primary Schools. It must, however, be remembered that a very large proportion (about 82 per cent.) of the pupils are children of the agricultural class, and that in no other District of this Circle is the proportion so great; consequently the fee-paying boys are only 18 per cent. of the whole number. This, however, only partly accounts for the low rates; the real and principal reason is, I believe, to be found in the want of efficient supervision.

Middle Schools.

39. The ten Middle Schools have 917 pupils, and have produced fees to the amount of Rs 73-3-0.

They sent in 11 boys to the Middle School Examination: all but two passed. In the Lower School Examination there were 85 candidates: 26 passed. This latter result is below the average. The Shahábád School is the largest, and on the whole the best, in the District. The upper classes did well, but there were a good many failures in Arithmetic in the 2nd class, and only 3 boys out of 15 passed the Lower School Examination. The Head Teacher, Bishambhar Dás, is a competent man, and deserves an increase of pay.

The Thánesar School contains very few boys in the upper classes, but the progress in both the Persian and Nagrí Departments is satisfactory. Five boys out of eleven passed the Lower School Examination.

The Ládwá School has not done well, and is in an unsatisfactory condition. One boy passed the Middle School Examination, but the progress throughout the School has been very slight, and Persian Grammar especially has been badly taught. Two boys out of eight passed the Lower School Examination.

The Búriyah School is a large one, and ought to be placed under a more competent teacher. No boy of the 6th and 5th classes passed, and only one in each of the 4th, 3rd and 2nd classes.

The Biláspúr School passed four boys, all its candidates, in the Middle School Examination, and one out of three in the Lower School Examination. The upper classes are very satisfactory, but Grammar has not been well taught in the lower classes.

The Sádhaurah School has not been very successful, but the lower classes are in fair condition.

The Manímájrah School has a bad Assistant Teacher, and the lower classes have been neglected. One boy only out of nine passed the Lower School Examination.

The Bharelí School is by far the worst of the grade in the District, and inferior to many Primary Schools. In the upper classes Arithmetic is the only subject which has been at all decently taught. In the 2nd class there were 15 boys; only three of these were present at the examination, and all failed. Some boys in this class have been in the school five years and could not work sums in the simple rules. The teacher has neglected his work shamefully

The Marandá School is in so unsatisfactory a condition that I have recommended the Deputy Commissioner to reduce it to the Primary grade.

There are only 47 boys in the School, and the classes are very small, and have been badly taught. No boy passed the Lower School Examination.

The Babiál School is in its upper classes satisfactory, but the Assistant Teacher has not worked well, and the lower classes have been neglected. Only one boy passed the Lower School Examination.

The results of the annual Examinations will be found in the following table:—

SCHOOL.	Middle School Examination.		Lower School Examination.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Shahábád	1	1	15	3
Thánesar	0	0	11	5
Ládwá	1	1	8	2
Búriyah	1	0	2	1
Biláspùr	4	4	3	1
Sadhaurah	2	1	30	12
Manímajrah	0	0	9	1
Bharelí	1	1	3	0
Marandá	0	0	1	0
Babiál	1	1	3	1

Primary Schools.

40. The number of Primary Schools has been reduced from 65 to 58; two Schools, Ládwá and Biláspur, have been raised to the Middle grade, and five closed. The attendance has decreased from 2,958 to 2,512, and the fees from Rs 58-2-0 to Rs 55-7-3.

The Schools at Malláná and Siálbá, though of the Primary class, sent up one candidate each to the Middle School Examination; they both passed. These schools were last year recommended for the Middle grade, but the proposal was not sanctioned. However, as the upper classes had been formed, they were allowed to be retained.

The appearance then of these Primary School boys at the Middle School Examination is thus accounted for. I cannot renew my recommendation for the Malláná School, but I consider the Schools at Kham (98 boys), Siálbá (102 boys), and Naráingarh (93 boys) as quite fit to be raised to the Middle grade. The Radaur School contains 132 boys, and might have been added to this list. Its highest class, however, is the 4th class, which passed so disgraceful an examination that there is no chance of forming a 5th class for another year. The best Primary Schools are at Bahrámpúr, Lotheri, Dhanola, Khizarabád, and Naráingarh. The inferior Schools make up rather a long list. They are Adankót, Ládanmájrah, Chamkour, Sartámpúr, Jhalián, Koralí, Borail, Sohána, Rámgarh, Mubárakpúr, Manolí, Sháhzádpúr, Kalalhattí, Rohtí and Radáur.

The generally inferior condition of the Ambaláh District Schools is in a great measure to be attributed to frequent changes in the Chief Muharrirs, and the consequent want of efficient supervision. In many Schools I found boys having no books, and was told that they could not be procured. This is evident neglect on the part of the Officiating Chief Muharrir, and is only another instance of the great indolence which I frequently noticed in his behaviour.

Female Schools.

41. There are no Female Schools in the Ambaláh District, the nine that existed last year having been closed for want of funds.

Ludiánah District.

Attendance and Fees.

42. There are 57 Schools in the Ludiánah District, being two more than last year. The number of pupils has increased from 1,862 to 1,957, but the fees remain very nearly the same. The rates of schooling fees paid by non-agriculturists are very satisfactory, being Re. 1-12-0 in Middle Schools, and 10 anas in Primary Schools,—in both cases higher than in all other Districts. Of the total number of

boys under instruction, about 56 per cent. are the children of agriculturists, and this is very slightly below the average of the whole Circle.

So that with about the same proportion of non-agriculturists the rates of fees in Ludiánah are very much higher than the average rates throughout the Circle.

High School.

43. The Ludiánah High School is the only one of the class. It contains the 7th and 8th classes of the Upper Department, and the full complement of the Middle and Lower. It is recruited from all the Middle Schools of the District, and boys who have completed the studies of the 5th class are drafted into the High School, and no 6th class is kept up elsewhere. In the Middle School Examination, therefore, the results of this School represent the results of the District. Out of 16 boys who went up 14 obtained passing marks, one of these, however, was disqualified for cheating.

The School has a competent staff of teachers, and is generally in a satisfactory condition. With the exception of the Arithmetic in the 3rd class, I was well pleased with the results of the examinations. Six boys passed out of 13 who were examined by the Lower School standard. This School is supported by a Government grant of Rs. 1,468-8-2, and a local grant of Rs. 1,478-1-9. The fees collected during the year amount to only Rs. 7-4-0.

Middle Schools.

44. There are seven Government and three Aided Middle Schools, containing altogether 797 boys. Last year there were eight Schools with 781 pupils. The two Government Schools of Malaud and Bír Khurd have since been raised to the Middle grade. These two Schools, containing respectively 37 and 27 boys, are not, as far as attendance goes, fit to be ranked as Middle Schools; and would not, under ordinary circumstances, have been raised but for the solicitation of Sirdár Mith Singh of Malaud, and Sirdár Hakikat Singh of Bír, who desired the formation of the upper classes, and offered to pay Rs. 10 a month each for an Assistant Teacher.

Of the 781 boys under instruction in these 10 Schools, it is worthy of notice that 420 are accounted for by the three Aided Schools, while the seven Government Schools can lay claim to only 377.

It is a fact, however, in this District that the average number in Government Middle Schools is very small, about 54, while in other Districts it is nowhere less than 83; and in Rohtak it is 129.

The Gújarwál School is a good one. Arithmetic is particularly well taught, but the classes are weak in Mensuration and Grammar. One boy passed the Lower School Examination, and the 1st class is in good order.

The Ráipúr School has a fair 1st class, but the 2nd and 3rd classes failed in Arithmetic, and only two out of nine passed the Lower School Examination. The 4th class is very good

In the Malaud School Arithmetic is very well taught, and the classes generally are in fair condition.

No boys passed the Lower School Examination. The Sawádi School has at present a small number of boys in its upper classes, but it is likely to prosper, for it is conveniently situated for boys of Primary Schools to join after completing the studies of the 4th class. The results of the examination were quite satisfactory.

The Máchiwárah School is very much inferior to all the rest the Middle Schools in the District.

The 4th class was very bad in Grammar, and not up to the average in other subjects.

In the 3rd class every thing but Arithmetic was bad, and the 2nd class was worse than the 2nd class of the most inferior Primary Schools. The only subject which has been taught at all is Arithmetic.

The Dahárárú School has been very successful, and the state of the classes, from the highest to the lowest, is very efficient.

The Bír Khurd School has been, as described above, only recently raised to the Middle class.

When I examined it as a Primary School in October last, there were 19 boys on the rolls; the number has increased to 27 since the appointment of the Assistant Teacher. The village of Malaud is, however, very near, and I doubt whether it is possible for the two Schools to succeed as Middle Schools in such close proximity, and whether one Middle School would not answer every purpose. I am afraid, however, that the two Sirdárs will scarcely be prepared to look upon the matter in this light.

The Jagráon Aided School is the largest in the District and the most flourishing. The upper classes are in good order, and I found Arithmetic to be excellently taught.

In the 2nd class, however, only two boys succeeded in passing the Lower School Examination.

The 1st class is in four divisions, and contains about 100 boys. It has been taught by monitors; but I find that the work has been well done.

The Ráikót Aided School is also in good order. It has a Branch School attached, and the Assistant Teacher goes there for an hour a day to teach Urdú. This is not a good arrangement, as the Middle School, with 88 boys, and no monitors to assist, cannot spare the Assistant Teacher. The Pándha, a muhammadan, is in charge of the branch: he knows a little Urdú, and might teach beginners with a view to their being drafted into the main school.

I have recommended that, if he teaches Urdú, his pay be increased, on condition that not less than a certain fixed number of his boys are drafted yearly.

Though the upper classes of the Khanná School passed by no means a good examination, I was particularly well pleased with the 1st class. It has been excellently taught, and is certainly the best lowest class I have seen.

As I have already pointed out, none of these Middle Schools keep up a 6th class, consequently they sent no candidates to the Middle School Examination.

The results of the Lower School Examination are given below :—

SCHOOL.	Lower School Examination.	
	Number of Candidates.	Number passed.
Gújarwál	2	1
Ráipúr	9	2
Malaud	1	0
Sawáli	2	2
Machhiwárah	15	8
Daháráná	5	2
Bír Khurd	1	0
Jagráon	10	2
Ráikót	4	2
Khanná	7	2

Primary Schools.

45. The Ludiánah District has the same number, 46, of Primary Schools as last year. There has been an increase in the attendance, but a decrease in the fees.

The results of the annual examinations are: Primary School Examination—number of candidates, 33; number passed 13. Lower School Examination— number of candidates, 186; number passed, 56. The best Schools are at Dudhán, Jaspál, Bángar, Paddi, Sámrálha, Lodhrán, and Bálampúr.

In the Lodhrán School there are several sons of the Sirdárs; four of these were present at the examination, and did very well. The inferior Schools are at Lalatwán, Pákhowál, Saholi, Sámá, Basián and Bahrí. In more than half the Primary Schools of this District the number of boys is not over 20, while several, such as those at Changán, Shérpúr Kalán, Sibián, &c., contain only 10 or 12. Schools with so small an attendance are not worth keeping up; the money spent on them would be more profitably expended in strengthening the staff of larger schools, in many of which assistance is greatly needed.

Female Schools.

46. There are six Female Schools, all but two of them having been established since the commencement of the year under report. The number of girls under instruction is 122; last year there were 33. Ladián, where there is a Girls' School, is a small Muhammadan Gújar village, about four miles from Ludiánah. Some of the girls can read the 1st Urdú Book very well, and worked sums in Simple Subtraction. The School is deserving of encouragement.

The Jagráon School was started in April 1872 by Tahsíldár Khushál Singh, and is the first Hindú School established in the District. When I was at Jagráon in October, the School, which had been closed for two months on account of the cholera, had only recently been reopened. Under these circumstances I thonght it would be absurd to expect any results, and I therefore acceded to the request made by the Tahsíldár and District Inspector, and postponed my inspection of it. The Ráikót Girls' School was also established in April 1872, and, considering the short time it has been in existence, the progress has been very satisfactory. At the time of my inspection four girls had read 19 lessons of the 1st Urdú Book, and could write figures to any amount and easy sentences from dictation very correctly. If the teacher continues as he has begun, the School ought to be a success.

The Tongíheri School contains 24 girls; it was established last June, and some of the children can read a little. It is remarkable that in this village there is a Boys' School with only half the attendance of the Girls' School.

The remaining two Female Schools were beyond my line of march, and I could not spare the time to go out to see them.

Notice of Tahsíldár and District Inspector.

47. I have pleasure in stating that I consider that the Tahsíldárs of the Ludiánah District exercise a careful supervision over their Schools. I noted that the entries in the log-books showed that frequent visits had been paid. I have already expressed my opinion of the work of Mír Ghulám Hussain, the District Inspector. Notwithstanding the severe sickness which has prevailed in the District, the attendance in the Schools is particularly good. Their punctuality at examination and the orderly demeanour of the boys prove that the District Inspector has spared no pains to get his Schools into proper order.

Simla District.

Attendance, &c.

48. The three Vernacular Schools of the Simla District are all of the Primary class. There has been a slight increase in the attendance during the past year, *viz.*, from 112 to 123, but no fees are realized.

Primary Schools.

49. The Kálká School has 67 names on the rolls, but the average attendance does not seem to reach half this number; 29 boys were present when I held the examination. The teacher was absent on a month's leave, and no substitute had been provided, the work being carried on by a monitor, who was not at all fit to take charge. The classes generally are very backward in Arithmetic, and the monitor in charge of the School, who is entered as of the 4th class, could not write figures correctly. About one-fifth only of the boys in this school are the children of agriculturists.

The Kakarhatí School is still in an unsatisfactory condition. The teacher, Amjad Alí, of whom I have had frequent occasion to complain, has been transferred to an appointment in the Deputy Commissioner's court at Simla. As a teacher he was utterly useless, and I am glad the School is at last rid of him. He left on the 10th March, and up to the 4th April, when I visited the School, no successor had been appointed. A monitor, a boy of the 2nd class, was in charge of the School, and, as a natural consequence, no work had been done.

The Kótkhái School is by far the best of the three; and, in spite of certain grave charges of profligate conduct which have been brought against the teacher, Bishan Dás, maintains its popularity and numbers. Though all the classes are weak in Arithmetic, and no Mensuration has been taught in the upper classes, I found the reading and the translation and writing very good. I think that Bishan Dás has taken pains with his work, but, after consulting with Mr. McNabb, I think it is advisable to transfer him to Simla. The Tahsíldár of Kótkhái, Gudrú Mal, sends two sons and a daughter to the school, and frequently visits it himself. He presents a great contrast to Shib Naráin, the Tahsíldár of Simla, who, as far as I can discover, never sees his Schools at all.

Anglo-Vernacular School, Kásaulí.

50. There is an Anglo-Vernacular Aided School at Kásaulí, which should be noticed here. It is commonly known as Colonel Young's School, and is under the charge of the Assistant Commissioner. Though the School suffered during last year from outbreak of cholera, I find that very fair progress has been made. The Committee of management, consisting of native residents of the Kásaulí Bázár, and under the presidence of Mr. Gardiner, Assistant Commissioner, has held frequent meetings, and regulated all matters relating to subscriptions, fees, admissions, &c. A Persian teacher has been appointed, and the English master, Ganga Síngh, has worked well. I hope the Committee will be able to give him some reward.

The classes generally passed well, and out of 14 who came up for the Lower School Examination, 10 were successful. My thanks are due to Mr. Gardiner for the great trouble he has taken in raising subscriptions for the School, and the general improvement, which is entirely due to his exertions.

No Chief Moharrir.

51. There is no Chief Moharrir in the Simla District, so that unless the Tahsíldárs visit the Schools, they are subject to no supervision whatever.

Hissár District.

Attendance and Fees.

52. The Vernacular Schools of the Hissár District have increased in number from 16 to 18, but the attendance has decreased from 675 to 648, and the fees from Rs. 75-9-0 to Rs. 58-14-0. This is very unsatisfactory.

Middle Schools.

53. The two Middle Schools are at Hissár and Hánsi; they contain 140 boys, and in both English is taught in all the classes above the second.

The Hissár School has made little or no progress, and appears to be very far from popular. Only ten sons of Government officials attend the School, while there are about 70 such boys of a School-going age in the town. There are two private schools (one of them in the Tahsíldár's house) where English is not taught, and in which most of these boys are instructed.

The Hánsí School too is unsatisfactory. Much confusion has been caused in the classes by indiscriminate promotions.

The English teacher is evidently not equal to the management of a School, and seems to have received no guidance or assistance from the Chief Moharrir.

The following are the results of the annual examination in the Hissár District Middle Schools :—

SCHOOL.	MIDDLE SCHOOL EXAMINATION.		LOWER SCHOOL EXAMINATION.	
	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.
Hissár	1	0	21	8
Hansi	0	0	10	6

Primary Schools.

54. The Primary Schools of this District have been very much neglected by Murli Dhar, the Chief Moharrir. There has been a decrease of about 12 per cent. in the attendance, but the decrease in the fees is very much greater,—from Rs. 37-7-0 to Rs. 8-9-0.

The average annual rate of schooling fee paid by non-agriculturists is nine pie !! 43 out of every 100 boys in these Schools are of this class, and the rate of fee taken from them is simply disgraceful. The reason given by the Deputy Commissioner for the falling off in the attendance is "that the season was particularly favorable, with an excellent harvest, and the children of the agricultural classes were largely employed in the fields, looking after the crops, and attending the harvest operations, instead of attending to their studies." It seems then that in the Hissár District a good season and a bad one are equally unfavorable to education.

Female School.

55. There is only one Female School in the District. It is aided and in the town of Hissar. It contains 10 Hindú girls with an average daily attendance of 8. Some of the girls have been in the school several years, and can read and write. The teacher is an old man and unfit for the work, but the parents prefer him to any one else, and threatened to withdraw their children when a qualified female teacher was procured from Dehli. Such dissatisfaction was expressed, that the Deputy Commissioner was compelled to dismiss the woman and re-appoint the old man. It would have been better to close the School than keep it up with so utterly inefficient a teacher. The School is under the care of the District Treasurer, who is said to be anxious for its improvement; he does not seem, however, to have exerted his influence very strongly in favor of the new teacher.

Work of Chief Moharrir and Tahsildár.

56. The Chief Moharrir, Murli Dhar, has been dismissed; I need not therefore enter into details of his work. He has shown himself in every respect totally unfit for the duties of the appointment, or for any responsible post whatever. The Tahsildars of the District have been attentive in looking after the Schools within their jurisdiction.

Sirsa District.

Attendance and fees.

57. The Sirsa District contains the same number of Schools as last year, *viz.* 11. The attendance has decreased from 712 to 666, but the fees remain very nearly the same. In the Middle Schools only 4 per cent. of the boys are children of agriculturists, while in the Primary Schools there are 59 out of every 100. This is, however, in many respects an exceptional District, and there is not so much reason as elsewhere to be dissatisfied with the low rate of schooling fee.

Middle Schools.

58 The two Middle Schools are at Sirsa and Fázilká; they both teach English in the Middle Department. The Sirsa School is in very good order except in the matter of classification.

All the teachers have worked well, and Maulvi Ismá'l, of the Lower School, is especially commended. Four boys out of five passed the English Middle School Examination, and 13 out of 19 the Lower School standard.

In para 48 of my last Annual Report I explained the difficulties which beset Vernacular Schools with English Departments, and the causes of their failure. I have seen no reason to change my opinion. It is impossible to adopt side by side two schemes of study—a Vernacular one and an Anglo-Vernacular one—and I am convinced that no School can succeed which is not wholly one thing or the other. If English is taught at all, the study of it must be enforced in all classes above the 2nd, as it is in all Zil' Schools. When this arrangement is objected to, the grant given for English instruction should be withdrawn. In the case of the Sirsa School the Deputy Commissioner, Mr. Melvill, fully concurred with me that the general interests of the School should not be sacrificed to the objections made by a few boys to learning English. The number of boys in the Middle Department is, however, small—only 26, and the expenditure, about Rs. 110 a month, very high.

The Fázilká School has been raised from the Primary to the Middle grade during the last year. The English classes have been very much mismanaged. The teacher is not a competent man, and in the middle of the year gave up teaching the prescribed books for others of his own selection.

The Persian classes are in good order, and there is a Saráfí Department in which the boys are exceedingly well trained in Mental Arithmetic and Book-keeping.

Primary School.

59. There are nine Primary Schools, one less than last year. The raising of the Fázilká School to the Middle grade has decreased the attendance from 562 to 430, and the fees from Rs. 27-9-0 to Rs. 8-3-0.

The best Schools are at Dabwálí and Hastá. The rest call for no special remark. The following are the results of the annual examinations:—

Primary School—No. of candidates, 1; number passed, 1. Lower School—No. of candidates, 34; number passed, 18.

Female Schools.

60. There is a Government Female School in the town of Sirsa. It has made no progress whatever, and the two Girls' Schools also at Sirsa, which are supported by the Municipality without any aid from Government, are equally unsatisfactory. These three Schools have recently been amalgamated. There is also a Government School at Rániá, of which Mr. Kirkpatrick reported very unfavorably.

Notice of District Officials and Chief Moharrir.

61. The exertions of Sirdár Muhammad Yar Khán, Extra Assistant Commissioner of Fázilká, and Basant Lal, Tahsíldár of Dabwálí, are deserving of praise; while the Tahsíldár of Fázilká seems to be neglectful of the educational part of his work. In one instance he allowed a school-house to be roofless during all the hot season and rains last year. The Chief Moharrir, Belí Rám, has done his work very fairly. He is acquainted with his District, and is popular.

His Schools are well supplied with books, and this is a point which, in comparison with some other Districts, is deserving of notice.

Rohtak District.

Attendance and fees.

62. The number of Vernacular Schools in the Rohtak District has increased from 34 to 36, the number of pupils from 1,399 to 1,738, and the fees from Rs. 82-7-6 to Rs. 168-1-0. This is in every respect very satisfactory.

Middle Schools.

63. There are four Government Vernacular Middle Schools and one Aided Anglo-Vernacular. The Vernacular Schools are at Gohanah, Bahádargarh, Meham and Bádlí. They contain altogether 518 boys, and the fees collected are more than double the amount of the previous year. Six boys went up for the Middle School Examination, two passed; 62 were examined by the Lower School standard, of whom 47 were successful.

The Gohánah School has made good progress, and is remarkable for the excellent discipline maintained.

The Bahadárgarh School is also doing well, but the Schools at Meham and Bádlí are inferior. The Assistant Teachers, though sanctioned at the beginning of the year, did not join till August, so that for several months these Schools were worked with a very insufficient staff. The Anglo-Vernacular School at Jhajjar is in very good order, and equal to many a Zil' Middle School.

The English pronunciation, Grammar and translation are excellent in all the classes, and the teaching generally has been good, except in Arithmetic, which requires more attention.

Rájá Lál, the Head Master, is a competent man, and has managed his School well; his Assistants have also worked satisfactorily.

Primary Schools.

64. The Primary Schools have made progress. There are 32 in number. The attendance has increased by nearly 300, and the fees from Rs. 50-4-6 to Rs. 83-13-0. The Kharkhanda School will probably be fit by next year to be raised to the Middle grade.

The following are the results of the annual examinations in these Schools:—Primary School—No. of candidates, 14; No. passed, 11. Lower School—No. of candidates, 105; No. passed, 84. These results are good,—that of the Lower School Examination being the best of all the Districts in the Circle.

Female Schools.

65. There is a Government Female School at Jhajjar and an Aided one at Bahádargarh —both for Muhammadans. The former contains 18 girls and the latter 22. In the Bahádargarh School some of the girls can read very well and write fairly, but hardly any Arithmetic has been taught. The Jhajjar School was established a year ago. No girl can read at sight, much less write. They have all, however, learnt their reading books by heart.

Notice of Tahsíldárs and Chief Moharrir.

66. The Tahsíldárs of the Rohtak District have not devoted much time or labour to the supervision of their Schools. The Beri School, about nine miles from Jhajjar, was visited once by the Extra Assistant Commissioner and once by the Naib Tahsíldár between the years 1860 and 1873. I hope, however, that as Mr. Knox, the Deputy Commissioner, has taken the matter up, there will be an improvement in this respect by next year. The following is extracted from his Educational Report:—

"I noticed that Tahsíldárs seldom, if ever, make it a business to inspect Schools, and a great means of encouragement is thereby lost. A Tahsíldár's visit would have more effect, in the village Schools especially, than an inspection by any one else. I have brought this to the notice of Tahsíldárs."

I fully concur with Mr. Knox, and hope he will also take some steps towards stirring up the Educational Committee at Rohtak. The Chief Moharrir has been more attentive to his duties than usual with him.

Want of more High Schools.

67. In concluding this report of the District Schools, I would ask your attention for one moment to the present employment of the forty-three boys who passed the Middle School Examination. The three boys of the Dehli District and the two of Rohtak have entered the Dehli Normal School; two boys from the Ambálah District and three from Ludiánah have gone to the Oriental School at Lahore; the remaining ten of Ludiánah are continuing their studies in the Upper Department of their own school; and of the remaining Ambalah boys, one has got an appointment of Rs. 10 in the Patiálá State, and the rest have left school, and are without employment; two boys of the Gurgáon District have been appointed Patwáris and one a Primary School Teacher; while of the remaining eleven two are without employ and nine remain in their schools acting as monitors. The reason I wish to draw your attention to this matter is, that I feel that the one Upper Department of the Ludiánah High School is not sufficient to supply the wants of the Circle, and I believe that many of the boys who now leave school would willingly avail themselves of higher instruction if Upper Departments were formed in convenient centres.

Government Jail Schools.

68. The following is a copy of my report on Jail Schools. It has been separately submitted through you to the Inspector General of Prisons.

I. *Ludiánah Jail.*—Inspected 15th October 1872. I found 36 prisoners present out of 47 in the Urdú class, and eight out of ten in the Gurmukhi class. Two men could read the 2nd Urdú Book and knew Simple Multiplication. Eleven more could read the 1st book, but not very well, repeating rather from memory than reading from sight. The Gurmukhi class seems to have made no progress.

The teacher had but recently been appointed at the time of my inspection.

II. *Hissar Jail.*—Inspected 28th October 1872. The Assistant Inspector visited this School, and found 20 prisoners out of 38 on the register present for examination. The progress is reported to be satisfactory, though only one man could read the 2nd Urdú Book and one the 1st book, the rest being mere beginners.

III. *Rúpar Jail.*—Inspected 30th October 1872. There are 130 prisoners under instruction in the School, but only 32 were present at my examination. These were probably picked men. Seven of them were well advanced, could read very well, knew a little Arithmetic, and could write easy sentences from dictation very fairly. They had received instruction in the Lahore Jail previous to being sent here. Twelve more could read the 1st Urdú Book, and the rest were beginners. This School labors under considerable disadvantages, as the prisoners are employed entirely on out-of-door labor, and no fixed time is given for instruction. The teacher, Muhammad Husain, is, as far as I was able to judge, a competent man, and has a difficult work to perform.

Considering the circumstances of the Jail, I think the school is in a fairly satisfactory state.

IV. *Sirsa Jail.*—Inspected 9th December 1873. I will quote Mr. Kirkpatrick's remarks on this School :—

"I visited the Sirsa Jail School three times, and examined every prisoner who made any pretensions to being able to read. There are in all 78 men learning—38 are reading Urdú, and 40 Hindí. The teacher has, no doubt, worked hard, for every man knows by heart all he is supposed to have read. But his work has been entirely unprofitable, for he has quite lost sight of the object of a Jail School. Only a very few can read, the rest can spell out words. 14 men are supposed to be in the 2nd class, most of them are unable to read at sight the book they finished long ago, the 1st Reader. Not a single man can do Multiplication ; some can write a little. There has been a little improvement in geographical knowledge since last year."

This School seems to show no improvement since I reported on it last year. I believe the teacher is a useless man, and his method of teaching most imperfect. He draws Rs. 15 a month, and for that pay there would be no difficulty in procuring a competent teacher.

V. *Dehli Jail.*—Inspected 3rd January 1873. There are 78 prisoners under instruction, of whom 52 were present at the examination. Two men, who have been here a year, can read and write Urdú well ; they also know some Persian (a subject which has since been ruled to be unnecessary) ; they have learnt Arithmetic up to Compound Division, and are able to point out places on the map of the Panjáb with sufficient quickness. All the rest, except ten men who can read fairly and can write easy words, are beginners.

The teacher has worked well, and is a competent man. He passed very fairly in the teacher's examination last August.

VI. *Karnál Jail.*—Inspected 15th January 1873. Mr. Kirkpatrick, who inspected the Jail School at Karnál, reports satisfactory progress, and commends the teacher Nabbí Bakhsh. There are 46 prisoners under instruction, 36 in the Urdú classes and 10 in the Nágrí. In the Urdú Department six men have read the 1st Urdú Book, wrote very well from dictation, and

can work sums in Multiplication and Subtraction. In the Nágrí classes three men can read and write sentences from dictation, and work sums in Multiplication.

VII. *Rohtak Jail.*—Inspected 11th March 1873. The number of men in this School is 93; of these 36 are learning Urdú and 57 Nágrí. There seems to have been some misunderstanding on the part of the Superintendent with regard to the teaching of Nágrí, and for six months during the year Urdú only was taught. The Assistant Inspector reports that the teacher has grossly neglected his work. Of four prisoners who were said to have completed the 1st Urdú Book, not one could read a line at sight, but when put on at the beginning of a story or prompted with a word, could go on well enough. This shows how faulty the teaching has been. The progress made is very slight, and the teaching of Arithmetic has been totally neglected The Chief Moharrir has frequently visited the School, but never noticed the defects. On the contrary, he seems to have spoken favorably of the teacher to the Inspector General of Prisons.

VIII. *Ambálah Jail.*—Inspected 26th March 1873. I found 181 names on the school register. These are prisoners who get regular daily instruction, and I think very fair progress has been made during the past year. The teacher, Ganeshí Lál, has been recently appointed, and appears to be taking pains with his work. There should be a better supply of pens and writing boards provided; for the want of these very little Arithmetic has been taught. I still find considerable difficulty in judging the progress made in Jail Schools; and I have further noticed much doubt and hesitation on the part of Chief Moharrirs and teachers as to what is required and not required to be taught in these Schools. I should be much obliged if the Inspector General of Prisons would send me a copy of all his Circulars which relate to Jail Schools. I should then be able to judge whether the rules are properly enforced. At present I am told in the Dehli Jail that by a certain Circular no Nágrí is allowed to be taught, whereas I find it taught in every other Jail School.

In conclusion, I would again draw attention to the necessity of adopting some plan by which the prisoners' progress in school might be tested. Cases of flagrant neglect, as are reported of the Rohtak and Sirsa teachers, there is no difficulty in discovering, but I find myself quite unable to say when a teacher has actually done his work well. I would strongly recommend once more the introduction into all Jails of the plan I described last year as having been adopted by Dr. Bateson in the Ambálah Jail.

With a large class, consisting almost entirely of beginners, the work of the teacher would be very much facilitated if the black board were more frequently used. In the Ludiánah Jail I found that a board had been procured, but was put away in a godown.

On the part of both the Assistant Inspector and myself I have to acknowledge to the Superintendents throughout this Circle the courtesy and aid offered to us.

SECTION III.

AIDED INSTITUTIONS

B.—European Schools

69. The names of four European Schools are entered in the returns, one of the Higher class, the Bishop Cotton School; two of the middle class, *viz.*, the Panjáb Girls School and Roman Catholic Orphanage; and one of the lower class, the Mayo Industrial School. All these are at Simla.

Bishop Cotton School.

70. The Bishop Cotton School has the same number of pupils on the rolls as it had at the close of last year, *viz.*, 110.

I examined the School at the end of August. Besides the four classes of the regular school course, there were at the time three classes preparing for special examinations; two for the Entrance Examinations of the Rúrkí College for 1872 and 1873, and one for that to the Calcutta University.

Rúrkí College Entrance Class, 1872.

The three lads who were preparing in this class have all passed in. When I examined them in August I found them well up in all their subjects, with perhaps the one exception of Latin. In Mathematics the papers were excellent, more especially the one in Trigonometry and Statics. The questions on English Literature were answered well, and in English History very fairly.

Rúrkí Entrance Class, 1873.

This class of four boys, having only lately commenced most of their work, were examined in Mathematics only. In Arithmetic one boy answered well, the other three fairly, in Algebra, the papers were not good, nor was the Euclid well written out. In Elementary Trigonometry two of the papers were marked "good," and two "fair."

Calcutta University Entrance Class.

At the time of my inspection there were five boys preparing for the University Examination. Three of them did well in Arithmetic and Algebra, but they were all weak in writing out Euclid, and all failed in an easy deduction. In English they did fairly, though some rather bad mistakes in spelling were made. In the Latin subjects (Ovid and Cornelius Nepos) one boy was very good and one very bad, the other three fair. Three of this class have since been up for the University Examination, two have passed well. These three special classes are taught entirely by the Principal, Mr. Slater.

1st class.

The 1st class is in the charge of the 1st Assistant Master, the Reverend D. J. Mackey. In Arithmetic and Algebra the more advanced boys took the same paper as I gave to the University Entrance class. One boy only answered well, and *all* failed in working a simple sum in Stocks. In Latin (Virgil and Cæsar) the construing was creditable, though the false quantities were simply wonderful. The English subject, Milton's Paradise Lost, Book VI, has been well taught, and the explanations of the more difficult passages were in general very clear and correct. Questions in English and Indian History and Geography were fairly answered; and the Urdú reading was particularly fluent.

2nd, 3rd and 4th classes.

The 2nd class has been taught by Mr. Cox, the 3rd class by Mr. Dearsley and Mr. Brett, and the 4th class by Mr. Chubb.

The progress throughout the School is quite satisfactory, but one point which particularly struck me is the great variation in the progress of different boys in the same class, and more especially is this noticeable among the day boys. Sickness has, no doubt, caused much irregularity of attendance, apart from this, however, I fear that the day scholars are very irregular, thus retarding not only their own progress but that of their class-fellows.

Mr. Slater has good reason to be satisfied with the work done during the year.

Panjáb Girls' School.

70. The Panjáb Girls' School contains 48 names on its rolls, one less than last year. I was fairly well satisfied with the results of my examination of the classes, though I think a little more practice of the elder girls in English composition would be beneficial. I wished to offer a prize for the best English essay, but no one attempted the subject given. Mrs. Mackinnon has taken leave to England, and the School is at present under the charge of Mrs. Toussaint, who is assisted by a competent staff of governesses.

This School has received from Government during the year just closed, a grant-in-aid of Rs. 3,783-3-2; and though the average number of pupils on the rolls monthly has increased from 48 to 53, the amount of fees realised falls short by over Rs. 200. With an average attendance of 53 and a monthly schooling fee of Rs. 10 for each pupil, the School ought, I think, to support itself. There are several Schools in Simla educating girls of the same class which pay their way without assistance from Government.

Roman Catholic Orphanage School, Simla.

71. The Roman Catholic Orphanage at Simla has received a grant-in-aid from the Educational Department since 1st July 1872 at the rate of Rs. 250 per mensem. At the close of the year under review there were 109 pupils on the rolls, but this number must, I think, include only the children who are in the Orphanage Proper, for there is, besides, and attached to the institution, a Boarding School containing 34 girls, who pay Rs. 25 a month each for board and education.

The Orphanage receives from the Military Department an allowance of Rs. 10 a month for each soldier's daughter, provided she is a total orphan or fatherless, and under the age of sixteen years, and an allowance of Rs. 2-8-0 for each one who is motherless, or has both parents living.

When I made my visit of inspection in the beginning of May, I found that there were in the institution 156 girls, of ages varying from eighteen years to eighteen months. Of these 122 are in the Orphanage Proper and 34 in the Boarding School. Amongst the former 66 are fatherless or total orphans, and 34 are motherless.

1st class.

In the 1st class, there are six girls, all but one over 16 years of age. They have received a very fair English education, can read a newspaper at sight, write a legible hand, and spell with great correctness. In the History of England and the Geography of Europe the answering throughout the class was good. Two girls, M. Hogan and H. Bell, are more advanced in Arithmetic than the rest. They worked a sum in proportion, reduced a vulgar fraction to a decimal, and made out a bill, all correctly. The other four knew proportion, but not decimals.

2nd and 3rd classes.

The 2nd class of six girls, and the 3rd class of seven, are together in Arithmetic, but a good deal behind the 1st class. They know only so far as Compound Addition and Subtraction, but in what they profess the work was very good. In a moderately difficult piece of dictation one girl of the 2nd class made one mistake, all the rest were quite correct; while in the 3rd class the spelling was nearly as good. They read with a fair pronunciation, and have a decent knowledge of the Geography of the United Kingdom and the earlier portion of the History of England.

In English Grammar the girls of the 2nd class answered well and parsed correctly; in the 3rd class they could name the parts of speech.

4th class.

The 4th class contains 33 children in two divisions. They can read, spell fairly, know a little History and Geography, and can work sums in the four simple rules.

5th class.

The 5th class of 22 children and the infant class of 44, very small children, are of course mostly beginners. The more advanced can read and spell words of two syllables, know the Multiplication table, and work sums in Simple Addition.

The Lady Superior is assisted in the work of tuition by ten sisters and by the elder girls of the 1st class. The progress throughout the School is satisfactory. The education given is of an elementary character, and nothing is attempted beyond what may fairly be considered useful and needful to a soldier's daughter, who will probably become a soldier's wife.

Mayo Industrial School.

72. The Mayo Industrial School, formerly known as the Himalayan Christian Orphanage, has received, since 1st July last, a Government grant of Rs. 577-12-6. The sanctioned grant is Rs. 76 a month; but being subject to the condition that the aid from Government shall not exceed half the expenses of the teaching establishment, the full amount allowed has not been drawn. The amount expended from fees is Rs. 123, and from private sources Rs. 544-12-6. There are 27 children in the School. 25 were present in the school-room when I examined.

Miss Lockhart, late of the Lawrence Military Asylum, has charge of the School, and temporarily of the institution generally. The general administration is in the hands of a Committee of gentlemen, the managing members being the Chaplain, the Deputy Commissioner, and the Senior Civil Surgeon of Simla, with Mr. Ryall, Judge of the Small Cause Court, as Secretary. The progress of the children in Reading, Writing and Arithmetic is very great, and I think much credit is due to Miss Lockhart, who was appointed in September last. In the 1st class there are six girls and two boys, of ages varying from 15 to 10. They can all read very well and write neatly. Four of them know Arithmetic up to easy Proportion sums, and the rest up to subtraction of money.

The three girls and four boys in the 2nd class have made great progress. They could neither read nor write when they entered the School. The rest of the children, of whom three

are natives, are mostly beginners. The two boys in the 1st class are 11 years old; and as this institution is intended for girls only, I trust that means will be found to transfer them elsewhere. Three native servants only are employed in the establishment, the household work being done by the children, to whom cooking is taught by Miss Derry. There is accommodation in the house for 100 children, and when certain intended improvements are carried out, the School will be able to take in about 140. The building fund is now out of debt, and there is every prospect of the School being a great success. Its prosperity is due in a great degree to the exertions of Mr. Ryall, the Secretary.

Higher Class Schools for Natives.

73. The Schools entered under this heading are the S. P. G Mission School at Dehli, the American Presbyterian Mission Schools at Ludiánah and Ambálah City, and the Ludiánah High Vernacular School

The total number of pupils on the rolls of these Schools is 825, being less by nearly 100 than the number last year. The collection of fees has, however, increased from Rs. 1,268-10-9 to Rs. 1,655-15-0.

The S. P. G. Mission School at Dehli. Attendance

74. In the Upper and Middle Departments of the S. P G. Mission School at Dehli there are 177 boys, last year there were 181 In the four Branch Schools there are 313 pupils, showing an increase of 13 since the beginning of 1872-73.

Fees.

The annual collection of fees in the Upper and Middle Departments amounts to Rs. 467-4-9, and in the Lower Department to Rs 353-8-0, as compared with Rs. 380-12-9 and Rs. 357-10-6, the collections for the previous year.

Results of examinations—Entrance.

Six candidates were sent up to the Entrance Examination of the Calcutta University, and two to that of the Panjáb University College; four of the former and both the latter passed.

Middle School.

For the Middle School Examination one candidate only was successful out of nine who went up. This is a very bad result, considering that in grant-in-aid Anglo-Vernacular Schools about 73 per cent. of the candidates passed.

Lower School.

Twenty-eight boys belonging to the branches were examined by the Lower School standard; nine passed The failures in Arithmetic were very disgraceful.

Inspector's oral examination.

My own oral examination of the other classes did not impress me at all favorably. The English reading and parsing in the Upper Department are good, but the translation into Urdú is very inferior, and requires a great deal more careful practice.

In the Middle Department too all subjects, except English, are remarkably weak, Persian especially. Boys who had finished the Bostán and Gulistán, and were reading Anwari-sahélí and Ruqaat-i-A'lamgírí were unable to answer the simplest questions in Grammar; they translated too in a very slip-shod style The Persian teachers have neglected their work Another defect I noticed was the want of discipline. This seemed in a great measure the fault of the Assistant Teachers, who, instead of joining their classes as soon as the clock struck, loitered leisurely across the building, leaving the boys to their own devices for five minutes or more. I was frequently obliged to stop my examination on account of the noise.

Ludiánah Mission School Attendance.

75. The number of pupils on the rolls of the American Presbyterian Mission School at Ludiánah has, on the whole, decreased. There are now 312 boys in the Upper and Middle, and 172 in the Lower Departments, making a total of 484 as compared with 508 for last year.

Fees.

The total collection of fees has increased from Rs. 538-0-9 to Rs. 946-14-3; this is satisfactory, and the more so that nearly a hundred rupees have been raised in the Branch Schools, where nothing was collected before.

Results of Examinations—University Examination.

Two boys passed the Calcutta University Entrance Examination.

Middle School Examination.

Nine boys passed out of eleven, who went up for Middle School examination.

Lower School Examination.

There were 24 candidates for the Lower School examination; 14 passed.

The failures in Arithmetic were numerous, and such as showed very inferior teaching; I think the teacher of this class has neglected his work.

Inspector's oral examination.

I was very well satisfied with the work done in the Upper and Middle Departments, the subjects, both English and Persian, being very well taught. The Government classification has been introduced since last year much to the advantage of the school, but in the Lower Department, owing to English being taught from the very beginning, this new arrangement cannot so easily be adopted. The Branch Schools, however, are much more efficient since last year; still there is much room for amendment. I have suggested to the Superintendent that, instead of Persian, a little more Arithmetic be taught in the branches.

New Superintendent.

Mr. Bergen, who was Superintendent last year, has been transferred to Ambálah, and has been succeeded by Mr. Bailey, who devotes his whole time to the schools.

Ambálah (City) Mission School.

76. The American Presbyterian Mission School in Ambálah is still returned as of the Higher class, though the Upper Department has been abolished. It is the Manager's intention now to retain only the Middle and Lower Departments, and to draft all boys who pass the Middle School Examination to the Society's School at Ludiánah.

Attendance.

The number of boys on the rolls has decreased from 305 to 197. This decrease is not to be accounted for by the closing of the Upper Department, which in December last contained only one boy. The chief cause of the diminution in numbers seems to be the dismissal of an old Pándha, who has taken away with him about 70 boys. It may further be accounted for by the entrance and monthly fees having been raised since Mr. Bergen took charge of the school. There does not seem to be a happy state of feeling existing between the teachers of the main school and its branches, and this may be of all the principal reason for so many boys leaving. In the strict enforcement of rules, the maintenance of discipline, and in order and classification, there is a visible improvement.

Fees.

The fees collected during the year amount to Rs. 329-6-3 as compared with Rs. 305-7-9 for the previous year. Considering the decrease in numbers, this increase is satisfactory.

Results of Examination.

Two out of four boys who went up for the Middle School Examination were successful.

Middle School.
Lower School.

Forty boys appeared for the Lower School Examination, of whom twenty-five passed.

Mr. Kirkpatrick, who held the oral examination, speaks highly of the English pronunciation in the higher classes, but mentions that Arithmetic and Persian Grammar are weak subjects throughout the school. The Branch Schools do not seem to be organised on any uniform system.

Middle Class Schools for Natives.

77. There are thirteen schools of this class entered in the returns, one of which has been closed.

Number of Schools and attendance.

The number of boys in attendance in the remaining twelve with their Lower Departments at the close of the year, was 1,454. At the close of the previous year there were 1,392 in the same schools. The only schools which require to be noticed here are the American Presbyterian Mission Schools at Ambálah Cantonments and at Sabáthú and the Anglo-Sanscrit School at Dehli. The rest are under the superintendence of Deputy Commissioners, and have been reported on under the heading of their respective Districts.

78. The American Presbyterian Mission School in Ambálah Cantonments contains, in the Middle and Lower Departments together, 290 boys. Last year there were 220.

Ambálah Cantonment Mission School.

Fees.

Rupees 364-5-9 have been collected as fees as compared with Rs. 290-10-6 collected in 1871-72.

Results of Examinations.

Lower School Examination.

There being no higher class than the 5th of the Government scheme, no candidates were prepared for the Middle School Examination. Nineteen boys appeared for the Lower School Examination, fifteen passed. The failures were principally in Arithmetic.

Assistant Inspector's oral examination.

Mr Kirkpatrick examined all the classes, and reports that satisfactory progress has been made. The subjects, in which some of the classes are said to be backward, are Arithmetic and Persian Grammar.

The Branch School is not in very good order.

79. The number on the rolls of the Sabáthú Mission School has increased from 42 to 58, and the collection of fees from Rs. 39-10-6 to Rs. 72-15-0. This is satisfactory, considering the condition of the children who attend the school. All the classes are very backward in Arithmetic, and unless special attention is paid to this subject and to Persian, the highest class, which is the 5th of the Government scheme, will not be fit to go up for the Middle School examination for another two years. The classes, however, are all well up in English, which is taught throughout the school. The Head Master, Hírá Lál, has been discharged; he was a valuable teacher, and is a loss to the school.

Sabáthú Mission School.

Attendance and Fees.

The 2nd class was unable to pass the Lower School on account of its backwardness in Arithmetic.

The classification is unsatisfactory; it is arranged according to progress in English, so that many boys in the same class are reading the Gulistán, while others have not advanced beyond the 2nd Urdú Book.

80. The Anglo-Sanscrit School, managed by a Committee of Native gentlemen, has a Middle Department of 102 boys. The number at the close of last year was 67. The fees have increased from Rs. 239-15-0 to Rs. 261-3-0.

Anglo-Sanscrit School, Dehli.

The school was not successful in the Middle School Examination, passing only one out of five candidates.

Middle School Examination.

I received charge of the institution from the Principal of the Dehli College at the beginning of the year, and found that though Sanscrit was to a certain degree read in the four classes, still little or no store was set by the study of it. The main object looked to was the passing of the Middle School Examination, as in any ordinary Anglo-Vernacular School.

With such a number of subjects nothing was done well, and I do not wonder at the failures in the Middle School Examination.

The scheme of study comprised no less than four languages *viz.*, English, Sanscrit, Persian and Urdú, and what appears to me to have been the greatest anomaly, Urdú and Persian and *not* Nágrí, were taught in the Lower School.

In consultation with the Managers and with your approval, I have re-organised the scheme of study. The changes are these:—In the Lower School Nágrí and a little Urdú are now taught, as in a Nágrí Primary School, and the study of Persian is altogether abolished in both departments.

In the Middle School more time is devoted to Sanscrit, and the promotions from class to class will be made in accordance with the progress in Sanscrit principally. The Managers, Lalas Rami Mal and Rám Kishan, are deserving of the highest credit for their exertions in behalf of this school, and the ready manner in which they accept any suggestions made by the Educational Department. I beg that a special letter of thanks may be sent to these gentlemen.

Lower Class Schools.

81. The Aided Schools of the lower class which remain to be noticed here are the Church Mission Schools at Kótgarh and the Baptist Mission Mufid-i-ám Schools at Dehli.

82. The Native School at Sanáwar was formerly included in this list, but was closed in September last. The Principal of the Lawrence Asylum has expressed a wish to re-open the school and to teach English in it. I cannot recommend a grant-in-aid.

The Anglo-Vernacular School at Kasoulí is quite accessable for Sanáwar boys who wish to learn English, and for little boys who cannot be sent so far; a Lower Class School would answer every purpose. I believe there are ample funds at the disposal of the Principal for the maintenance of such a school without the assistance of a grant.

Church Mission Schools at Kótgarh.

83. When I examined the Kótgarh Schools in September last, they were seven in number; a new one has been established since. The number of pupils under instruction is 133, a slight increase on the number of last year. I found that fair progress had been made in the schools which are now inspected and examined by an European Assistant lately appointed by Mr. Rebsch.

Mufid-i-ám Schools, Dehli.

84. There are nine schools intended for low-caste boys, and under the superintendence of the Reverend James Smith, of the Baptist Mission. They contain 219 boys, and received a grant last year of Rs. 275. There is no doubt of the usefulness of these schools, inasmuch as they extend education to a class of boys against whom the doors of most other schools are closed. Except in the Central Schools, where some English and Persian are taught, the instruction given is generally of an elementary character. The nature of these schools precludes the possibility of any uniform system being adopted throughout. Some are opened in the morning, some at night, while in most the teacher is always present to give instruction whenever his pupils have leisure to be taught. Much cannot be expected in the way of fees, which amount to Rs. 11-4-6 for the year. Rs. 607 have been expended from Mission funds.

These schools are decidedly worthy of more encouragement than they have hitherto received.

Female Schools.

Attendance and fees.

85. The number of Aided Female Schools is 15, or less by two than last year. The decrease is caused by the closing of two schools at Farakhnagar, in the Gurgáon District. The number of pupils has decreased from 384 to 368, and the Government grant from Rs. 3,557-12-0 to Rs. 3,536-12-4.

The schools at Kythal, Hissár, Bahádargarh and Farakhnagar have been noticed under the headings of their respective Districts.

Mission School, Sabáthú.

86. The American Presbyterian Mission School at Sabáthú has 19 girls, and receives a grant of Rs. 15 a month. Eighteen girls were present at my examination, most of them learn Hindí, and can read easy books, and are beginning to learn to write. Four or five girls read the 1st and 2nd Urdú Books. Mrs. Janvier is assisted in the school by a young native Christian girl, who knows Urdú and Hindí very well, and can also read a little English.

Kótgarh School.

87. There are 20 girls in the three Church Mission Schools at Kótgarh; 16 were present at the examination I held in September. About half of them could read, the rest were quite infants. These schools receive a grant of Rs. 10 a month.

S. P. G. Mission Schools at Dehli

88. The S. P. G. Mission Schools at Dehli have four Girls' Schools besides Zanána classes in private houses, and an Industrial School. In the Girls' Schools there are 108 pupils; in the Zanána classes 100 women and girls receive instruction from the ladies of the Mission, and in the Industrial school 17 girls are employed in manual labor.

I have examined three out of the four Girls' Schools. The Chalonka Kucha School is the largest and best, and the progress in all quite satisfactory.

Indigenous Schools.

89. I have but little to report on indigenous schools. There are very few in this Circle that are worthy of any consideration.

They are for the most part Hindí and Gurmukhí and Persian-Urdú; in some of the latter the Government scheme of studies has been adopted.

SECTION IV.

Institutions for Special and Professional training.

Government Wards' Institute, Ambálah.

90. The Government Wards' Institute is not, properly speaking, under the superintendence of this Department, but it has usually, at the request of the Deputy Commissioner of Ambálah, been inspected and reported upon. There are now eleven students in the Institute, the only changes since last year being that one young man, Gurdiál Singh, of Farídkót, has left; and two, Essir Singh of Kotla, Sarmukh Singh, and Rugnáth, ward of the Civil Court at Amritsar, have joined. There are three classes. In the first are Sheo Narain Singh of Parkholí, Faiz Muhammad Khán of Kótla Nihang, and Inayát Ali Khán of Malér Kótla These three have made satisfactory progress. They all read English very fairly and translate accurately. Sheo Singh is the best of the three, and more especially in Arithmetic. In Persian they are reading the Bostán, but should, I think, have first completed the Gulistán, which they have not read. In Persian Grammar they are rather weak; a better knowledge of Grammar would help them to understand their Persian reading books.

In the 2nd class are Jíwan Singh, of Sháhzádpúr, Tárá Singh, of Barheli, Naráin Singh, of Mánakmájrah, and Harnám Singh, of Morán, Jálandhar. The progress they have made in all subjects, except Arithmetic, is very great. Jíwan Singh and Tárá Singh especially are deserving of praise.

The remaining three, Essir Singh, Rugnáth and Báqar Alí Khán are beginners. Nawáb Ibráhím Alí Khán, of Malér Kótla, was absent on leave. I cannot but regret the departure of Gurdiál Singh. He was a most promising lad and would have done great credit to the Institute.

The only boy in whose progress I am disappointed is Faiz Muhammad Khán. I once thought he would do well, but I hear he has been very irregular in attendance.

Mr. Robinson's arrangements as regards superintendence, tuition, &c., are excellent. Some capital houses have been built within the compound for several of the wards. I was particularly struck with the very English style in which the rooms belonging to Ináyat Alí Khán, of Malér Kótla, were furnished. A small library of well-selected books, photographic albums and writing materials on the table, rifles, saddlery, riding and driving whips, and last, but not least, a set of boxing gloves neatly arranged on racks, altogether presented the appearance of an English bachelor's rooms.

I am sorry to hear that the wards do not care now to play cricket as they formerly did. Mr. Robinson tells me that unless he plays with them, they will not play at all, and this, I can well understand, he is not always able to do.

Dehli Normal School.

91. The Government Normal School at Dehli contains 58 students receiving stipends, and five men who are non-stipendiary, and pay fees at the rate of Rs. 2 a year. There are three classes, the number in each at the close of year being—

In 3rd year class	...	...	...	7 students.
In 2nd year class	...	...	...	38 students.
In 1st year class	...	...	...	18 students.

To the 3rd year class are admitted only men who have completed the course of study prescribed for a Middle Class Vernacular School, and the men at present in it have all passed the Middle School Examination.

The period of study is one year, and a student who is successful receives a certificate qualifying him for the teachership of a Middle School.

A student of a Vernacular School who has passed the Primary School Examination is eligible for admission into the 2nd year class. The study extends over one year, and comprises the subjects taught in the 5th and 6th classes of Middle Vernacular Schools.

The examination is similar at the Middle School Examination, and the successful men are considered to be qualified to be Head Masters of Primary Schools. The 1st year class is the elementary one. Any boy who has worked through the 1st and 2nd classes of a Vernacular School, and has passed the Lower School Examination, may be admitted, and will pursue for one year the course of reading of the 3rd and 4th classes.

I do not think admission to this class is much to be encouraged, as it throws, in my opinion, a very unnecessary burden on the Institution.

92. Of the seven men belonging to the 3rd year class one passed the Middle School Examination in 1871, and ought to have got his certificate at the annual examination in June; he has, however, left since the close of the year. The remaining six are all new comers, having only passed last December. There will therefore be no candidate this year for the higher class certificate. About half the men of the 2nd year class will come up for their certificates at the next examination. The rest are men who are backward either on account of irregular attendance, or having entered the school in the middle of the session.

The 1st year class contains the five non-stipendiary students, who are all residents of Dehli city, eight teachers, and only four actual students of Government Schools. All these will be examined for admission into the 2nd year class.

The average ages in the three classes are as below :—

3rd year class	...	...	...	...	19 years.
2nd year class	...	...	...	...	20¼ years.
1st year class	...	...	...	...	22¼ years.

Thus the highest class contains the youngest students, being boys straight from the Vernacular Schools; the lowest class has the oldest men, nearly half as noticed above being teachers.

93. The results of last year's examination were very disastrous. One man only of the 3rd year class obtained his certificate, and all failed in the 2nd year class.

The 1st year men did better; out of 21 who were examined, 17 were promoted. 24 students have obtained employment during the past year at an average salary of Rs. 13-10-0.

94. Maulví Zakáúllá, the late Head Master, was transferred to a professorship in the Muir College at Allahábád in July last. High literary attainments and energy and force of character such as he possesses are rare indeed, and the loss which the department hás sustained by his removal is irretrievable.

His successor is Lála Ságar Chand, B. A. He is devoted to his work, and makes a good Head Master. Of the Assistants, I may mention with especial commendation Pirbhúdiál, Nasír-ud-dín and Rámrichpál.

The Model School has not many pupils, but serves a useful purpose in supplying material for the Normal students to practice.

Aided Normal School for females.

95. The S. P. G. Mission Normal School for females at Dehli contains 68 students in two departments, Persian and Hindí. I was very well satisfied with the results of the examination in the Persian classes, and was particularly pleased with an object lesson given before me by a woman of the 1st class.

In the Hindí Department fair progress has been made, except in Arithmetic. Even the most advanced women were very backward in this subject, and could not write figures correctly.

Conclusion.

96. In conclusion, I have to acknowledge the hearty co-operation of all District Officers. My thanks are specially due to Mr. Oliver, C. S. I., Deputy Commissioner of Gurgáon; Mr. C. P. Elliott, Deputy Commissioner, and Mr. Roberts, Assistant Commissioner of Ambálah; Mr. J. W. McNabb, Deputy Commissioner of Simla, and Mr. J. W. Gardiner, Assistant Commissioner of Kasauli; Colonel Forster, Deputy Commissioner, and Mr. Benton, Assistant Commissioner, of Hissár, and Mr. W. M. Young, late Officiating Deputy Commissioner of Dehli.

The work of my own office establishment, Bábú Harjas Rái and Munshí Gangágir, has been satisfactory.

From C. PEARSON, ESQ., M. A., *Officiating Director Public Instruction, Panjáb, to* LIEUTENANT COLONEL S. BLACK, *Military Secretary to Government Panjáb, No.* 16, *dated Lahore, 24th June 1873.*

Report on Roman Catholic Female Orphanage at Simla for 1872-73.

I have the honor to submit the Annual Report upon the Roman Catholic Female Orphanage at Simla, which, notwithstanding pecuniary difficulties, seems to be doing excellent work. The average number of children on the rolls of the Orphanage was 100, and the cost of tuition Rs. 4,875, or somewhat less than Rs. 50 a head; but there is, besides, a Boarding School attached to the Institution, in which each pupil pays Rs. 25 a month for her board and education. When Mr. Cooke visited the school at the beginning of May, there were 156 girls of ages varying from 18 years to 18 months; of these 122 were in the Orphanage proper and 34 in the Boarding School. Amongst the former 66 were fatherless and 34 motherless.

Health of the children remained very good during the year.

2. The health of the children has been very good during the course of the year. No serious malady or epidemic; one case of measles; five cases of ring-worm; no death. The want of an hospital is much felt, particularly as there is no spare room in the house which could be made use of as a temporary measure.

An hospital and chapel required, for which a subscription was set on foot.

3. Mr. Cordery set a subscription on foot with the view of raising a sufficient sum to liquidate an old debt of Rs. 3,000, and also to obtain an amount by subscriptions and donations which would entitle the Institution to receive an equivalent grant from Government for the building of an hospital. The want of a chapel is also very much felt, even in a sanitary point of view. The children being so numerous, it is impossible for them to breathe in the small confined building now used as a temporary place of worship.

Closing of verandah.

4. The north and north-east verandahs of the main building have now been closed in with the approval of His Honor the Lieutenant Governor, and also with the consent of the Director of Public Instruction, the Doctor and other gentlemen of the Panjáb Government.

The cost of these additions is Rs. 2,300, which sum, it is hoped, will soon be refunded by Government, as the extra accommodation was urgently needed.

Staff of the Institution consists of a Lady Superior and 10 Assistants.

5. The Institution is conducted by a Lady Superior, assisted by ten religious ladies, who conduct and superintend all the domestic arrangements, the industrial employments and teaching of the children.

There are also 12 grown girls who act as monitresses and assist in the care of the smaller children; they also assist for the order and cleanliness of the house.

Needle-work taught to children.

6. The children are taught all sorts of plain and fancy needle-work, and all brought up in a manner to make them useful members of society in their own position.

Removal of eight children during the year.

7. Four orphan girls were married from the Institution during the course of the year; they are in good circumstances and suitably provided for.

Three children were handed over to their parents and one child to her guardians.

Examination by the Inspector.

1st Class.

8. Mr. Cooke examined each class and every girl. In the first class there are six girls, all but one over 16 years of age. They have received a very fair English education, can read a newspaper at sight, write a legible hand and spell with great correctness. In the History of England and the Geography of Europe the answering throughout the class was good.

Two girls, M. Hogan and H. Bell, are more advanced in Arithmetic than the rest. They worked a sum in Proportion, reduced a vulgar fraction to a decimal, and made out a bill, all correctly. The other four know Proportion, but not Decimals.

2nd and 3rd classes.

9. The 2nd class of six girls and the 3rd class of seven are together in Arithmetic, but a good deal behind the first class. They know only so far as Compound Addition and Subtraction, but in what they profess the work was very good. In a moderately difficult piece of Dictation one girl of the 2nd class made one mistake, all the rest were quite correct; while in the 3rd class the spelling was nearly as good. They read with a fair pronunciation, and have a decent knowledge of the Geography of the United Kingdom and the earlier portion of the History of England. In English Grammar the girls of the 2nd class answered well and parsed correctly; in the 3rd class they could name the parts of speech.

4th Class.

10. The 4th class contains 33 children in two divisions; they can read and spell fairly, know a little History and Geography, and can work sums in the four simple rules.

5th Class.

11. The 5th class of 22 children and the infant class of 44 very small children, are of course mostly beginners. The more advanced can read and spell words of two syllables, know the Multiplication table, and work sums in Simple Addition.

Character of education and state of progress.

12. The Lady Superior is assisted in the work of tuition by ten sisters and by the elder girls of the first class. The progress throughout the school is satisfactory. The education given is of an elementary character, and nothing is attempted beyond what may fairly be considered useful and needful to a soldier's daughter, who will probably become a soldier's wife.

BENGAL SECRETARIAT LIBRARY

Report on the Lawrence Military Asylum, Sanawar.

From C. PEARSON, ESQ., *Offg. Director of Public Instruction, Panjáb, to the Military Secretary to Government Panjáb, No.* 13 *dated 3rd June 1873.*

1. Report by Revd. J. Cole, Principal of the L. M. A., Sanáwar, with a map of the station.

2. Report by Mr. C. R. Cooke, B. A., Inspector of Schools, Ambálah Circle.

3. Report by Revd. B. Morrell, M. A., Chaplain of Dagshaí, on the examination in Scriptures.

4. Report by Revd. W. A. Duke, B. A., Chaplain of Kasauli, on the examination in Scriptures.

5. Sanitary Report by Dr. A. Smyth, in medical charge of the Asylum.

I have the honor to submit the usual Annual Reports noted in the margin, of the Lawrence Military Asylum at Sanáwar.

2. There were on the strength of the Asylum, at the beginning of the year, 238 boys and 198 girls, total 436; sincethen 49 boys and 25 girls were admitted, and 57 boys and 32 girls were discharged, leaving 421 on the rolls at the end of the year under review.

The discharges are accounted for as follows:—

Boys sent to situations	19
„ enlisted	5
„ gone to England	11
„ removed by friends	21
„ died	1
Total ..	57
Girls sent to situations	4
„ gone to England	8
„ removed by friends	5
„ married	2
„ transferred to Lower Orphan Asylum at Calcutta	10
„ died	3
Total ..	32

There has been a remarkable falling-off in the number of registered candidates during the last two years, from 245 on the 1st April 1871 to 16 at the present time. The Principal seems unable to determine with certainty the cause of this; and as the subject must have been considered by the Special Commission, I need not investigate it here.

Sanitary condition during the year good.

3. A very complete and satisfactory Sanitary Report has been furnished by Dr Smyth, the Assistant Surgeon in Medical charge. The hospital admissions and deaths contrast favorably with those recorded in the last Report.

The numbers stand—

Hospital admissions.			*Deaths,*		
1871-72,	total ..	849	1871-72,	total ..	12
1872-73,	„ ..	790	1872-73,	„ ..	4

Two of the deaths were due to accidental causes, one to heart disease, and one to cholera.

Diarrhœa, as usual, heads the list; and in the months of July, August and September the hospital admissions were 133, or 76 in excess of those recorded in the corresponding months of the former year, but many trifling cases were sent to hospital during the prevalence of cholera in adjoining stations. Dr. Smyth remarks in another paragraph that it is customary to send all cases of indisposition or malária without exception to hospital as a precautionary measure; and though some of the cases only remain one day, they still appear as admissions, and are calculated to lead to an erroneous impression as to the general healthiness of the station.

Notwithstanding the prevalence of cholera in the neighbourhood, only one death occurred from this cause in the Asylum. In the opinion of Dr. Smyth, this immunity was due to "the very strict and efficient maintenance of quarantine, the early surveillance exercised over all cases of incipient diarrhœa, and the excellent conservancy and very cleanly state of the institution premises."

Dr. Smyth speaks in high terms of the internal economy and hygienic arrangements of the institution. The water-supply varies, being sometimes superabundant and at other times scarce, but it is thought that large reservoirs, for which there are two or three eligible sites, would go far to meet the difficulty. Some other suggestions are made. Covered-ways to the latrines would diminish cases of cold and fever. The leather helmets of the boys afford insufficient protection from the sun. The boys suffer from blistered feet owing to the inferior quality of the native boots supplied to them. English ammunition boots would last much longer, and in the long run be as cheap, and in every way better.

Formation of a class for service in the Subordinate Medical Department.

4. In compliance with a suggestion made by Mr. Cordery, a class had been formed for the instruction of boys desirous of joining the Subordinate Medical Department. It consisted of about 12 boys selected from the first class, but Dr. Smyth found much difficulty in teaching even the rudiments of a science possessing a necesarily difficult nomenclature to boys, some of whom were lamentably deficient in ordinary English subjects, especially spelling and English Grammar.

Examination of the schools for boys and girls by Mr. Cooke, the Inspector of Schools, Ambálah Circle, and his Asstt.

5. The schools were examined by Mr. Cooke, the Inspector of Schools, and his Assistant, from the 22nd to the 26th April 1873

Last year there was an infant department connected with the Boys' School, which has since been abolished, and the boys belonging to it drafted into the lowest class. Mr. Cooke doubts whether the new arrangement is an advantage, for, although the whole school is now brought under the immediate superintendence of the Head Master, the school-rooms are very inconveniently crowded. In order to introduce this infant class, all the other classes were moved up without examination in November, by which measure, in Mr. Cooke's opinion, progress has been much retarded.

In the Boys' School the Monitors' class, containing 11, of whom 6 were chiefly engaged in teaching, is generally a fair one.

The first class also did well in most of their subjects, with the exception of some boys who have been promoted from the third class within the year.

The whole of the third class has suffered from too rapid promotion, and all the classes, from the first to the last, should be reckoned one place lower.

The girls appear to have answered remarkably well throughout.

The first class, consisting of 20, wrote from dictation almost without a mistake, and their answering in Geography, History and Arithmetic was excellent. Most of the class can read the Second Urdú Book very fluently, and translate it into English.

The examination of the rest of the classes is described in much the same terms. In the infant department attached to the Girls' School there are 60 children, including 17 little boys. They are in four classes under the charge of Miss Donaldson. The more advanced children can read and write and spell. The Inspector's report concludes with the following remarks:—

"I must congratulate Mr. and Mrs. Mellor and Miss Eacott on the very efficient state of the classes in the Girls' School. Mr. Mellor has worked now for several years as Head Master with the greatest success, and I beg most urgently to recommend a recognition of his services by an increase of pay." It is with much regret I must notice the want of unanimity existing between the Principal and the Head Master of the Boys' School, the effect of which must most necessarily be to impair the work of both."

* * * * * *

The boys and girls were examined in scriptural knowledge by the Revd. Messrs. Morrell and Duke, Chaplains of Dagshái and Kasauli, who report favorably of all, but state that the girls surpass the boys.

Conduct of the boys satisfactory. Works completed during the year.

6. Many of the subjects of the Principal's report have been noticed above, and need not be repeated. The conduct of the boys and girls has been excellent, and in Mr. Cole's opinion the improvement in the behaviour of the boys is mainly due to the fact that the Non-Commissioned Officers in charge of Divisions have been upheld in the discharge of their duty. The principal works completed in the year were a school-room for girls, a breast-wall at the back of the girls' barrack, the construction of small tanks, and additions to hospitals.

Total expenditure and cost per head.

7. The amount of expenditure in 1871-72 was Rs. 1,42,114, the average number of wards 422, and the cost per head Rs. 336¾. For 1872-73 the corresponding figures are: expenditure Rs. 1,45,879, average number of wards 408, cost per head Rs. 357-9-0. The chief increase is in clothing, bedding, outfits and necessaries; the charge for provision is considerably less. A charge of upwards of Rs. 900 each year for Printing Office seems large. I have not had leisure to enter in to the particulars of these accounts, nor does it seem necessary to do so in this Report.

Visits to the Asylum by the Viceroy and Commander-in-Chief.

8. In May 1872 the Asylum was visited by their Excellencies the Viceroy and the Commander-in-Chief, who both expressed themselves well pleased with the good order which they observed, and with the appearance of the boys and girls.

The "Herbert Edwardes' scholarship."

9. The "Herbert Edwardes' scholarship" has been founded during the year from the proceeds of a memorial raised in England. The scholarship is worth about Rs. 50 per annum, and is to be awarded alternately to a boy and a girl for proficiency in scriptural knowledge, with the condition of exemplary conduct.

Training of candidates for the Survey Department, and accommodation for children newly arrived from the plains.

10. In G. O. No. 2527 dated 14th October 1872, conveying the remarks of His Honor the Lieutenant Governor upon the Annual Report for 1871-72, two subjects are noticed, which should have found a place in this year's Report—the training of candidates for the Survey Department, and the accommodation provided for children newly arrived from the plains. In both cases measures have been taken to carry out His Honor's instructions, but the reports of the Inspector of Schools and of the Medical Officer make no mention of the results.

The Inspector's report does not contain full account of the Boys' School.

11. Mr. Cooke and his Assistant were engaged for five days in examining the schools; but with respect to the peculiar circumstances of the Boys' School, the Inspector's report is not sufficiently explicit, and fails to convey a full impression of the disorders which it is to be feared exist.

Notice of the officers who have done good services.

12. Of the superior officers of the Asylum, Dr. Smyth and Mr. and Mrs. Mellor again deserve the recognition of their services by Government. The Principal has forwarded an application for an increase of pay to Mr. Mellor, which seems well deserved, but it may be inconvenient to take the question into consideration apart from the recommendations of the Special Commission. Mr. Willy, the clerk, has done another year of excellent service.

The Committee of Guardians furnishes no report on the Asylum.

13. I observe that the reports of the Principal and Medical Officer are not sent under the authority of the Committee; that no report is submitted by the Committee; and that the Chaplains of Kasaulí and Dagshái, who examined in Scripture, do not adopt the tone of official visitors. On these and some other points I abstain from making any remarks, as they must have been fully considered by the Special Commission.

From LIEUT.-COLONEL S. BLACK, *Secretary to Government Panjáb, Military Department, to* C. PEARSON, ESQUIRE, *Offg. Director of Public Instruction, Panjáb, No.* 1824 *dated Lahore, the* 13*th August* 1873.

I am desired to acknowledge the receipt of your No. 13 of the 3rd June last, submitting the usual Annual Reports of the Lawrence Military Asylum at Sanáwar for the past year.

2. There has been a slight decrease in the number of children on the strength of the establishment during the past year, as noted in the margin. This decrease is not large; but, as noticed in your 2nd para., there has also been a remarkable falling-off in the number of registered candidates during the past two years, from 245 to 16. The exact cause for this decrease is not satisfactorily explained, and His Honor hopes that you will be better able at some future time to account in some measure for this decrease.

1st April 1872	.	436
Ditto 1873	...	421
Less	...	15

3. The Principal, in alluding to the withdrawal of 27 names without any assigned cause, seems to think that the action taken by the Special Commission now engaged in enquiring into the working of these institutions may have to some extent tended to make parents withdraw the names of their children. In case it may be deemed desirable to make further investigation into this matter, I am to beg that you will cause a roll of these 27 men, giving names and Regiments, to be sent to me at an early date.

Sanitary.

4. His Honor has read with much satisfaction the report by Dr. Smyth on the sanitary state of the Asylum during the past year. Out of the four deaths which took place, two were the result of accident, and one was due to cholera, which disease, although in an epidemic form in the three adjacent military stations, did not again appear at Sanáwar. His Honor cannot of course fix the precise cause for this exemption, but he cannot but think that the medical and other supervising authorities are justly entitled to some credit for the adoption of prompt precautionary measures, and for the maintenance of good conservancy arrangements.

5. The admissions into hospital and deaths during the past year are noted in the margin, and show an improvement on the previous year. The high rate of admissions to strength, being 180 per cent., is explained by the Medical Officer, and His Honor quite understands that it is much better to admit into hospital even the most trivial cases of ailments, rather than to reject any for the purpose of showing a fair or a better average.

	Admissions.	deaths.
1872 . .	849	12
1873 . .	790	4

6. The Lieutenant Governor thinks that the remarks of Dr. Smyth in regard to boots and helmets should be referred to and considered by the Committee.

7. Some credit is due to Dr. Smyth for his endeavours to form a class for the instruction of boys desirous of joining the Subordinate Medical Department, but His Honor observes with much regret that his efforts have not been very successful in consequence of the ignorance of the boys in ordinary English. Dr. Smyth very justly remarks that "the educational standard of the Boys' Department should certainly come up to that of the Girls'," in which opinion His Honor most fully agrees, and he hopes that the enquiries which he has recently directed to be made will produce an early and decided improvement.

Boys' School. Examination by Mr. Cooke.

Boys, 203, at Rs. 48 per head per mensem.
Girls 25, at Rs. 25 ditto

8. His Honor is glad to learn that the conduct of the boys and girls has been excellent. He thinks more satisfactory results should have been obtained in the Boys' School, considering the fact that the cost of instruction has been so high compared with that of the Girls', whilst the general results of the examinations show that the girls surpass the boys.

9. With reference to your 5th para., stating that, in order to intruduce the infant class, all the other classes were moved up *without* examination, I am to observe that His Honor much doubts the expediency of this move, and does not exactly understand why the infant class should not have kept its name without making any change as the other classes. This matter should receive your attention at a future date.

10. His Honor remarks that in Mr. Cordery's report dated 27th May 1872, a general falling-off throughout the school course was then brought to notice; and at the same time it was stated that Mr. Cooke's suggestion in regard to the adoption of a text-book for history had not been attended to by the Principal. These points are not now noticed in submitting this year's Annual Reports, and His Honor would therefore wish to receive some precise information on these subjects.

11. The omissions from the reports of the subjects alluded to in para. 10 should be pointed out to the Principal of the Asylum, in view to full information being recorded in the next Annual Report.

12. Your remarks in your para. 11 should be communicated to the Inspector, Mr. Cooke.

Girls' School.

13. The state of the Girls' School appears to the Lieutenant Governor to be most satisfactory, and to reflect much credit on Mr. and Mrs. Mellor and their Assistants.

14. His Honor would have wished to have seen some mention made of the subject of "industrial training," which was so strongly urged upon the attention of the Principal by the late Sir H. Edwardes in 1863 * when he was President of the Committee of Guardians. The wishes of Government have since then been frequently expressed, and His Honor only now defers expressing his views on this subject until the result of the work of the Special Commission now carrying out its enquiries at Simla has been acted upon by the Government of India.

* 14th November 1863.

15. In regard to the 14th para. of your letter, I am to state that His Honor agrees in the opinion therein expressed. It is a matter of extreme regret that the Principal has been unable to take a more active part in the education of the boys. This question must again be referred to if the Commission's report does not place matters in this respect on a more satisfactory footing. And in regard to the continued disagreements which have produced "*charges, recriminations* and a *spirit of discontent which a radical change is required to cure,*" His Honor trusts that the enquiry on which you and the President of the Committee are now engaged will enable him to remove the cause of these evils, which have doubtless done much harm to the progress of the Asylum.

LAHORE CIRCLE.

MR. C. W. W. ALEXANDER, INSPECTOR.

I have the honor to submit my report for the year ending 31st March 1873.

General Statistics.
1. No. of schools and scholars.

2. The number of Government Schools in the Lahore Circle has decreased during the year from 638 to 632, and the number of Aided Schools from 240 to 224, making a total reduction of 22 in the number of schools. Amongst Government Schools I include the Branches of Government Zil' Schools. As in former years, the diminution has been almost entirely amongst Female Schools, of which 7 Government and 24 Aided Schools have been closed. In Government institutions there has been an increase in the number of pupils from 32,169 to 33,462, but in Aided Schools a diminution is apparent from 9,872 to 8,939. In the whole number of pupils the result of the year is an increase from 42,041 to 42,401. The average daily attendance has risen from 34,288 to 34,768.

2. English students.

3. There has been a slight increase in the number of boys learning English. In Government Schools the number has risen from 1,340 to 1,548, but in Aided Schools it has fallen from 3,035 to 2,844, the result being a total increase of 19 boys.

3. Fees.

4. As I predicted last year, there has been a considerable increase in the fees collected during the year. In 1870-71 the amount realized was Rs. 16,816, in the following year it was Rs. 20,428, and in the year now under review it reached Rs. 23,526; of this sum Rs. 12,710 was collected in Government and Rs. 10,816 in Aided Schools. Education is now so greatly sought after that the income from fees will annually increase. Indeed I believe it will soon be necessary in many places to raise the fees to a high rate, in order to prevent the number of scholars becoming too large for our staff of teachers to manage.

SECTION I.

CONTROLLING AGENCIES.

Only one change has occurred.

5. Only one change has occurred in the controlling agencies of this Circle, and this was occasioned by the death of Pandit Jai Naráin, District Inspector of the Fírozpúr District, which took place nearly at the end of the year. Bábú Dhaní Rám, Head Master of the Fírozpúr Aided Zil' School, was appointed to succeed him. Mr. Mackintosh, the Assistant Inspector of the Circle, was, I am happy to say, permitted to continue in his post.

Inspection work during the year.

6. The year has been one of active and uninterrupted work. During nearly the whole year both Mr. Mackintosh and myself have been constantly engaged in inspection duty, and the result has been that every school in the Circle, with the exception of four or five outlying Village Schools, which could not easily be reached, has come under inspection. Mrs. Mackintosh has accompanied Mr. Mackintosh both in his tours in all the districts where Female Schools exist, and has also examined all the Girls' Schools in the larger towns. Of the energy and usefulness of both Mr. and Mrs. Mackintosh I cannot speak too highly.

Work of District Inspectors and Chief Moharirs.

7. The District Inspectors and Chief Moharirs have, as a rule, performed their work to my entire satisfaction. The greatest success has been achieved by Bábús Partáb Singh, of Jálandhar, and Jai Gopál Singh, of Siálkót, both of whom deserve high praise. Maulaví Karím-úd-dín, of Amritsar, and Pandit Sobha Rám, of Gurdáspúr, have also done very well, and have kept their districts in good order. My inspection of the Fírozpúr District brought to light great carelessness and want of administrative power on the part of Pandit Jai Naráin; but, as he is dead, I will not dwell on this, but merely say that I hope for much better things from his successor. Maulaví Inámúllah, Chief Moharir of Gujránwála, has worked energetically and well, and Khalí-úl-Rahmán, of Lahore, though not well fitted for the post, has performed his duties to the best of his abilities.

Local Committees in large towns.

8. Of the Local Committees in the large towns, those at Gurdáspúr, Gujránwála, Fírozpúr and Núrpúr have displayed most interest in the progress of their schools. The Amritsar Committee for many years has done little or nothing, but I am happy to find that it has lately been more active. At Lahore, the Principal of the College is still the Secretary, though the school has been taken away from his charge, and the Head Master, having no connection with it, is unable to convene meetings and to induce the members to give an active support to the school. As the Committee has no concern with the College, this state of things should not be allowed to continue; it has only done so hitherto in consequence of the strong opposition of Dr. Leitner to any change.

Local Committees in small towns and villages.

9. Besides the Committees in the large towns, which have been formerly appointed, there are small Committees in most of the towns and villages where Government Vernacular Schools exist. These minor Committees in very many instances give very valuable assistance, and deserve every kind of encouragement. It is impossible to give the names of all the places where the Committees have done good work, but the most conspicuous are the following:—

Place.				*District.*
Kartárpúr	...	...	...	Jálandhar.
Khemkarn	...	...	...	Lahore.
Garhshankar	...	...	...	Hoshiárpúr.
Dínánagar	...	...	...	Gurdáspúr.
Kót I'sá Khán		...	...	Fírozpúr.

SECTION II.

GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

General Statistics.
1. No. of schools.

10. The number of Government Zil' Schools has been increased by the transfer of the Aided School at Gurdáspúr to the regular establishment, thus making in all eight Middle Schools. In addition to these there is an Aided Branch School at Amritsar, which consists of about 60 boys of the third Middle School class, for whom neither accommodation nor teachers could be found in the main school.

The number of lower class Branch Schools has increased from 32 to 34, including one at Gurdáspúr, which is still paid from the Provincial Services. The Upper Schools are the same as before.

2. No. of students.

11. The whole number of boys in the different Departments of the Zil' Schools again shows very large increase, having risen from 3,541 to 4,084, or by 543. Of this increase the Gurdáspúr School accounts for only about 160. In the Upper Schools the number of boys has increased from 174 to 190, in the Middle Schools from 689 to 1,010, and in the Lower Schools from 2,678 to 2,884. In two years the number of boys in the Zil' Schools of this Circle has increased by 1,110, and there is every probability that the progress will continue year by year, so that, as I pointed out in para. 16 of my report last year, we shall soon find it very difficult to meet the increased demands. Even now in many places the want of sufficient accommodation and teachers is severely felt.

3. Fees.

12. The fees realized during the year also show a large increase. In 1871-72 the amount received in the three Departments of the schools was Rs. 6,312; in 1872-73 it rose to Rs. 7,763, showing an increase of Rs. 1,451, which was divided pretty evenly among the three Departments.

4. No. of boys learning English.

13. The number of English students has increased from 863 to 1,200.

Athletic sports.

14. Every encouragement has been given to the boys to engage in active exercises and in almost every part of this Circle they take to them with avidity. A series of cricket matches was held at Amritsar in February, in which the Amritsar, Lahore, Batálah, Gurdáspúr, Hoshiárpúr and Kartárpúr

Schools took part, the contest being for the Champion Cricket Belt. The Amritsar School is far ahead of other schools, and won an easy victory over all competitors. The cricket matches were followed by a day of athletic sports, to which all the schools sent competitors. Several matches have been played by the Amritsar boys against European Elevens, with varying success, and a match, arranged by me with Mr. Kempson between representative Elevens of the Panjáb and North-Western Provinces, resulted in an easy victory for the former, who, with one exception, were Amritsar boys.

University Examinations.

15. The Panjáb University Entrance Examination was held this year in April, and that of the Calcutta University in December, as usual. The following tables show the results of each :—

Calcutta University Entrance Examination.

Name of School.	Number who passed in			
	First Division.	Second Division.	Third Division.	Number who failed.
Lahore	...	...	...	3
Amritsar	...	4	1	...
Total ...	...	4	1	3

Panjáb University Entrance Examination, April 1872.

Name of School.	No. of Candidates.	No. who passed.
Lahore	2	...
Amritsar	2	2

Middle School Examination.

16. There were 69 candidates for the Middle School Examination, of whom only 5 failed. Hoshiárpúr and Ráhon again stood at the head of the list for the whole province, and were followed by Gurdáspúr, Amritsar and Lahore. The answering generally was good, and very high average marks were obtained in all subjects. The following table shows the results of the examination as far as regards Zil' Schools :—

Name of School.	No. of Candidates.	No. passed	No. failed.
Lahore	20	17	3
Amritsar	17	17	...
Hoshiárpúr	10	10	...
Rahon	4	3	1
Gurdásúpr	6	6	...
Gujránwála...	3	3	...
Batálah	6	6	...
Núrpúr	3	2	1
Total ...	69	64	5

Lahore Zil' School suffered much from sickness.

17. The Lahore Zil' School suffered very seriously from the great sickness that prevailed during a great part of the year. Cholera commenced in July, and, by the Civil Surgeon's orders, all the boys who came from a distance, forming nearly the whole of the Upper School, were sent to their homes. The cholera was followed by a very bad type of fever, and the

Civil Surgeon would not allow the absent boys to be re-called until the 1st October, but even then a great many of them were afraid to return, so that the Upper School was not got properly together again until nearly the end of that month, or little more than a month before the Calcutta University Entrance Examination. From August to the end of October the attendance of boys in the Middle School was very small and irregular, for a long time being merely nominal. During this time, too, the Branch Schools fell off very much, the Central Branch or Lower Department of the Main School being left at one time almost without any pupils. Under these circumstances it is only matter for surprise that the school did as well as it did in the various examinations.

Upper School.

18. The number of boys in the Upper School has slightly fallen off during the year, *viz.*, from 74 to 67. This is owing to the unusually small number of boys who have come in this year from the schools at other stations, many of those which formerly sent their students to Lahore now sending them to Gujrát and Derah Ghází Khán, where Upper Schools have recently been established. Notwithstanding this decrease in the number of pupils, the fees have increased from Rs. 594 to Rs. 692. It is satisfactory to note that, at the end of the year under reveiw, nearly half the boys in the Upper School were residents of Lahore. The increase of such boys has been very steady during the last three years, having risen by degrees from 7 to 31.

General progress.

19. The lamentable failure of the students of this school at the Calcutta University Entrance Examination is sufficiently accounted for by the causes described above in para 17. The 9th class was demoralized by this long absence from school, and had not time to recover their proper tone before the examination came on. The 8th and 7th classes had a month longer to prepare for the Departmental Examination, and, under the circumstances, their answering was creditable, though not such as might have been looked for if no interruptions had occurred in their studies. The present 9th class is a promising one, and ought to do well at the next Calcutta University Examination, though it is possible that the Panjáb University College may draw away some of its best students.

Middle School.

20. The Middle School, notwithstanding the weakening effects of the long sickly season, has made excellent progress during the year. The number of boys has increased from 115 to 176, and it is remarkable that, for the greater portion of the new students are Muhammadans, the number of boys professing that religion having risen from 27 to 77. The fees, as shown in the returns, have fallen, notwithstanding the large increase in the number of the boys, from Rs. 627 to Rs. 595; but this is only an apparent falling-off, as the amount actually realized was Rs 663. The reason for the difference between the real and the reported collections is, as will be explained below, the conversion of the lowest class of the Middle School into an Aided School, the fees realized from it being taken for its support from January, while, as the grant-in-aid was only sanctioned in April, the class remained nominally part of the Main School until the end of the year.

Abolition of the Sardár class.

21. In my last report I mentioned the formation of a Sardárs' class in the school, and I have now to report its abolition, which was necessitated by the withdrawal of a large proportion of the students. There were 12 students at the beginning of the year. Of these one died, three left Lahore, two passed the Middle School Examination and entered the Upper School, and one left on account of his father's inability to continue to pay the prescribed fee. The fees of the remaining five boys were not sufficient to pay a competent teacher, and the class was consequently closed, the boys joining the ordinary classes of the Middle School.

General progress.

22. This school sent up 20 candidates to the Middle School Examination, and their answering was in a very high degree creditable both to boys and teachers, especially when the circumstances of the year are taken into consideration. The present highest class of the school contains the large number of 30 boys, and is in a very healthy and promising condition. The two lowest classes contain 43 and 85 boys respectively, and, being too large to be properly taught by a single teacher, are divided into two and three divisions. The sanctioned staff of teachers not being sufficient to manage so many boys in so many classes, I was obliged to apply for permission to convert the lowest class into an Aided School, the income being derived partly

from fees and partly from a grant-in-aid. This has been sanctioned, and I have thus been able to appoint two additional teachers, one English and one Persian,—an arrangement which, with perhaps a slight increase to the grant, in a year or two will satisfy all the requirements of the school for a long time to come.

Lower School.

23. The Lower School, as I said before, was almost extinguished during the sickly period, and it is very greatly to the credit of Rahím Bakhsh, the head teacher, that he has brought his boys together again, and obtained such good results at the Lower School Examination. The number of boys at the end of the year was 110, or 19 fewer than at the beginning. Twenty-eight boys passed the Lower School Examination creditably, and entered the Middle School. About 60 boys are now preparing for the next Lower School Examination. The instruction given is sound, and the progress of the boys generally very rapid.

Branch Schools.

24. The Branch Schools, four in number, have now been in existence more than a year, and appear to work well and to be popular. They suffered severely during the prevalence of sickness in the town, but have quite recovered their condition, and show a slight increase in the number of their students over the previous year. Twenty-four boys from these schools passed the Lower School Examination and entered the Middle School. A much larger number may be expected to pass at the next examination, as the highest class in all the schools is much larger than before. In order, however, to make these schools completely successful, increased funds are required. Though the number of boys is not very much larger than at the end of last year, the amount collected in fees has greatly increased, that for March having been nearly Rs. 30. This increase to the fees will enable me to apply for an increased grant-in-aid, with which the condition of the teachers may be improved.

The Boarding house.

25. The boarding house has continued to be well managed by Mr. Staines, and the Superintendent, Pandit Bhán Dat. The boys have behaved in a quiet and orderly manner, and the building has proved healthy. It is very much overcrowded however, and it was only quite lately that I was able to procure a suitable building in which to place a portion of the boys. This building is undergoing repairs, and, as soon as it is ready, about 20 of the boys will be transferred to it. I was not at all satisfied with the former arrangements for medical attendance on the boys, but I have now settled with Doctor Rahím Khán to take charge of them, and I am about to apply for sanction to their being supplied with medicines from the Government Dispensary.

Notice of the Masters.

26. The school staff has worked excellently throughout the year. In the Upper School, Bábús Chandar Náth and Káshí Parshád and Maulavi Hamíd-úd-dín deserve favorable mention. Lálá Sawáya Rám, Head Master of the Middle School, merits the highest praise for maintaining the efficiency of his school under the trying circumstances of the past autumn, and the same may be said of Maulaví Rahím Bakhsh of the Lower School. Pandit Rám Ratan and Maulaví Muhammad Hassan have both worked well, as also have the other teachers.

Anglo-Oriental School, Lahore.

27. The Anglo-Oriental Upper School at Lahore has not proved a success. At the beginning of the year there were 46 students in it. Of these 16 were dismissed for want of application to their studies, and only 9 fresh students joined after the last Middle School Examination. The total number of students at the end of the year was only 34. Rs. 346 were collected in fees, which is just five times as much as was realized in the previous year. The course of study prescribed for this school is a very severe one, and the boys who enter it are generally of an age at which it is not easy to acquire so difficult a language as English. Consequently they soon become disheartened, grow careless in their studies, and look about for employment.

State of the school.

28. The school staff too is not strong enough in point of ability for the work to be accomplished. To make such a school a success it is absolutely necessary to have teachers selected for special ability, while in the present instance, with the exception of the Head Master, the teachers are decidedly unequal to their work. When I examined the school I found, as was to be expected, the English pronunciation and accent of the students very defective. They had read a considerable amount of English, and appeared to understand the substance of what they had read, but

were quite unable to give a close accurate translation of it, or to understand the niceties of the English idioms.

Amritsar Zil' School.

29. The whole number of boys in the Amritsar School and its Branches has increased during the year from 1,353 to 1,446. In the Upper School the increase has been from 40 to 65, in the Middle School from 243 to 286, and in the Lower from 1,070 to 1,095. Fees have increased in all the Departments of the school, the total amount realized in the year having been Rs. 3,106, of which Rs. 251 were levied in the Upper School, Rs. 1,063-8 in the Middle, and Rs. 1,791-8 in the Lower Schools.

Want of more accommodation.

30. Last year I reported that the number of pupils had so largely increased that I had been obliged to remove the boys of the Lower School from the main building, and I anticipated that it would soon be necessary to take away a portion of the Middle School classes also. This was the case after the conclusion of the Lower School Examination in January, when the number of boys who passed was so large that they could not be all accommodated in the Government house, and could not be taught by the sanctioned staff of teachers. About 30 of them were admitted to the Government School on their agreeing to pay a minimum fee of 12 anas a month, and the rest were transferred to a hired building, and part of the Branch School establishment was told off to instruct them. This arrangement, though absolutely necessary, was very unpopular, and many of the boys left, though the new Middle Class Branch School still contains about 60 boys. Additional accommodation is urgently wanted for every Department of the school.

State of the Upper School

31. The Upper School has been taught with great diligence and success throughout the year. The highest class in the early part of the year was only a small one, but its material was good, and all the boys passed the Calcutta University Entrance Examination in December. The new 9th class, of which I reported somewhat unfavorably last year, has been greatly improved by careful tuition, and now promises well. The new 8th is a really good hardworking class, and, if it keeps together, should do well when it comes to the University Examination. The new 7th is a very large class, and the boys naturally show great variety of attainments and abilities; it is, however, a good class.

State of Middle School.

32. The Middle School has worked excellently during the year. Of 17 candidates that it sent up to the examination, 17 passed, and the school stood fourth on the list for the whole province. There are now 30 boys in the 6th class preparing for the next Middle School Examination, but, as a rule, they are not as good as their predecessors. The other classes all contain a large number of boys, and have made satisfactory progress.

Lower Branch Schools.

33. The Branch Schools continue to be very popular. They sent up 162 boys to the Lower School Examination, of whom 130 passed. Those who passed left the schools, but their places were very soon filled up, so that the number of boys at the end of the year was greater than at the beginning. It is a good sign that every year the number of boys learning Urdú and Persian grows larger, as it shows that the class of boys who attend the Pándhas' schools, *i. e.*, Banniáhs and Mahájans, is taking gradually to learn something more than their system of bazár accounts, which, practically useful as it is, cannot be called a liberal education. There are about 170 boys preparing for the next Lower School Examination.

Boarding house.

34. The number of boys requiring accommodation in the boarding house has very largely increased, and the only procurable building is not at all suited to the purpose. Such as it is, however, it is well managed and carefully looked after.

Changes in the staff of teachers.

35. Several important changes have taken place in the staff of masters in the Upper School. At the beginning of the year, Mr. Kirkpatrick, junior, joined the school as 3rd master, but very shortly afterwards he was transferred to Hoshiárpúr as Head Master, and Mr. Buchanan returned to Amritsar in his place. Mr. Buchanan was again moved to Gujrát, and succeeded by Mr. Wallis from that place. Just at the end of the year Mr. Doran, who had charge of the school for a long time, was appointed to officiate as tutor to the Nawáb of Bháwalpúr, and Mr. Harvey,

2nd-master, was appointed to succeed him, Mr. W. Peake taking Mr. Harvey's place. The only other change of importance was the transfer of Mr. Macarthur to Dehli, and the appointment in his place of Babú Baní Mádab Banarjí.

Services of the Masters.

36. When the whole staff has worked so well, it is difficult to name any individuals as specially deserving praise. Mr. Doran's management of the school was characterised by great firmness and judgment, and its general progress is in a great measure due to him. Mr. Harvey, as 2nd master, worked with great zeal and diligence both in the school and play-ground, and has well earned the promotion he has received. Among the subordinate teachers I may mention Bábú Baní Mádab Banarjí, Sheikh Sandhí, and Maulví Mahammad Yár Khán. Munshí Iláhi Bakhsh, Superintendent of the Branch Schools, deserves special commendation for his excellent management of those institutions.

Hoshiárpur Zil' School.

37. The Hoshiárpúr Zil' School, notwithstanding the serious drawback of an insufficient staff of teachers, has made great progress during the year. There are now two classes in the Upper School, containing altogether 24 boys, the number at the beginning of the year having been 14. Of the new boys, two came from Ráhon, two from Kartárpúr, and one from Pálampúr. The fees in the Upper School have increased from Rs. 13 in 1871-72 to Rs. 69 in 1872-73. In the Middle School the number of boys has increased from 107 to 154, and the fees from Rs. 301 to Rs. 377. In the Lower Schools there has been a falling-off in the numbers from 292 to 270, and in the fees from Rs. 261 to Rs. 246.

New School-house.

38. The new school-house was completed and occupied in September. It affords sufficient accommodation for the present number of students, but the plan was arranged some years ago, when there did not appear to be any prospect of such rapid progress as the school is now making, and there is consequently every expectation that in a year or two the building will be quite inadequate to the requirements of the place. The building formerly occupied by the school is being converted into a boarding house, and will soon be ready for the boarders, of whom there are now upwards of 40.

Insufficient staff of teachers.

39. I mentioned in my report last year that the re-arrangement of the classes in the Middle School had enabled us to form an upper department without the necessity of increasing the staff of teachers. This worked well enough while there was only one class in the Upper School, and a comparatively small number of boys in the Middle School; but now that the number of classes and divisions of classes have so much increased, the staff of masters has become altogether inadequate. It is, in fact, the same now that it was when there was only a Middle School with less than half the present number of pupils. If the school work is to be carried on with anything like efficiency, it is absolutely necessary that one or two additional teachers should be appointed.

State of Upper School.

40. The former 7th class of the Upper School has now been promoted to be the 8th. At the Departmental Examination held in January, the boys of this class obtained higher marks in English and the second language than those of other schools, but they did very badly in mathematics and general knowledge. Taking the total average marks, the class stood second on the list. The boys would probably have done better had it not been that their work was interrupted for a considerable period during the autumn, when cholera was very prevalent, and the school was closed for some weeks by the Civil Authorities. The new 7th class is composed chiefly of the boys who obtained the highest average marks at the Middle School Examination, and it ought therefore to be one of the best in the province; but, owing to the insufficient teaching power in the school, the boys have not made the progress I expected.

State of Middle School.

41. At the late Middle School Examination the boys of Hoshiárpúr obtained the highest average marks of any school in the province. This is the second year that this school has taken the highest place in that examination, and it speaks well for the ability and diligence of the masters; but I can scarcely look forward to their attaining the same success again, unless the number of teachers is increased. The school is now very full, the classes are all large, and the boys and masters are diligent; but the teaching power is weak, and little progress can be looked for until it is

largely strengthened. At present one of the teachers of the Branch Schools is working in the Middle School, though he can be ill spared from his proper duties.

Lower Schools.

42. The Lower Schools sent in 48 candidates to the examination, of whom 34 passed and entered the Middle School. This was a fair result, but on the whole I was not satisfied with either the teaching or the management of the Lower Schools, which have considerably fallen off during the last year and a half; the fact is that the superior teachers have been so much overtasked in their ordinary school duties, that they have had little leisure to give to the superintendence of the Branch Schools. I hope to be able to report better of these schools next year.

Changes of teachers, and their work.

43. Mr. Buchanan was Head Master of this school for the first 2½ months of the year, when he was removed to Amritsar, and Mr. Kirkpatrick was sent to replace him. The 2nd master, Mr. DeRozario, was transferred to Lahore in October, and was succeeded by A'tmá Rám, B. A. These were the only changes in the establishment during the year. All the teachers have worked well, especially Maulví Shahsawár-úd-dín.

Ráhon Zil' School.

44. I was obliged last year to report a falling-off in the school at Ráhon, but I am happy to be able now to say that it has quite recovered its former prosperous condition, and is not likely, I hope, to decline again. The long continued illness of the former Head Master, Bábú Rádhá Kishn, not only unfitted him for the proper discharge of his duties, and threw additional burden on the other masters, but also disheartened many of the pupils and the townspeople. As soon as practicable, I procured his transfer to a more congenial climate; and in July the present Head Master, Múl Chand, took charge of the school, since which time the progress has been uninterrupted. The number of boys in the Middle School has increased from 62 to 83, and in the Lower Schools from 232 to 311, giving a total increase of 100 boys. The fees have increased from Rs. 363 to Rs. 411. The school-house is in excellent order, and only requires the ordinary annual white-washing, which will be done after the rains.

Condition of Middle School.

45. The Middle School is in a very satisfactory condition, and, at the late Middle School Examination, took the second place in the province. The average marks would even have been higher than they were, had not one boy, who had been absent from the school for some time, and whom the Head Master had refused to allow to present himself, by some means or other obtained admission to the examination, in which, as was to be expected, he failed. All the classes have made good progress during the year, and have been carefully superintended by the Head Master. The only subjects in which I observed any serious shortcoming were the Arithmetic and Geography of the two lowest classes.

Lower Schools.

46. The Branch Schools were last year in a very unsatisfactory state, but a sweeping change among the teachers has been productive of much good, and the progress during the year under reveiw has been satisfactory. Twenty-nine boys passed the Lower School Examination and entered the Middle School in January. Forty-three boys are now preparing for the next examination, and have made good progress with their work. One of the Lower Schools is accommodated in the main school building, and the others in hired buildings in different parts of the town. The latter are very confined and unsuitable. Proper buildings are very much wanted.

Changes of teachers, and their work.

47. The only change of importance amongst the teachers was that of the Head Master, mentioned above. Lálá Múl Chand has discharged his duties in a most painstaking and intelligent manner, and has been well supported by Amolak Rám, 2nd master. Maulavís A'lam Sháh and Ghulám Mohi-úd-dín also deserve favorable notice.

Batálah Zil' School.

48. I am glad also to be able to report very favorably of the Batálah Zil' School this year. The number of boys in the Middle School has increased from 56 to 79, but in the Branch Schools the number has fallen from 362 to 333, the reason for which will be given below. In the Middle School fees have risen from Rs. 95 to Rs. 127, and in the Branches from Rs. 289 to Rs. 298. The school accommodation has been much increased by the erection in the compound of the main school of a building for the Central Branch, which formerly occupied part of the main building. Proper accommodation is still much required for the other Branches.

Middle School.

49. Six boys presented themselves at the Middle School Examination, and all passed, though without taking any distinguished places. The work throughout the school has been carefully attended to, and all the classes are in good order.

Branch Schools.

50. I mentioned last year the establishment of a new Branch School by Mián Hosén Sháh. This, according to previous arrangement, was taken on the Branch School establishment at the beginning of the year, but some months afterwards the Mián Sáhib died; the teacher resigned; there was a difficulty about funds, and the school had to be closed. This has caused a slight decrease in the number of pupils. At the Lower School Examination 35 boys were passed, of whom 27 came from the Central Branch. I was not altogether satisfied with the progress of the other Branches, and therefore made a number of changes in their establishment, which, I expect, will produce better results this year.

Notice of Masters.

51. The only change in the Middle School establishment was the transfer of Maulaví Bútá Sháh to the Lahore Normal School, and of Maulaví Sheikh Ahmad from the Normal School to his place. All the teachers have worked diligently and well, and Mr. Basten's management of the school continues to be highly satisfactory.

Núrpúr Zil' School.

52. The town of Núrpúr has again been visited with a very unhealthy season. Cholera first, and then fever, carried off numbers of the townspeople, and amongst them not a few of our school boys, and one of the best of our Branch School teachers. For a long time the attendance on both the Middle and Branch Schools was very low, and the fees fell considerably. In the Middle School, however, the number of boys has increased from 47 to 57, but the fees have decreased from Rs. 87 to Rs. 80. In the Branch Schools the number of boys has increased from 219 to 238, and the fees amount to about the same as in the previous year. *viz.*, Rs. 103.

School-house.

53. Provision was made in the Budget for a new roof to the school-house, but by the most extraordinary dilatoriness on the part of the Department of Public Works, the work was not completed,—indeed was scarcely begun at the end of the year. At the request of the Executive Engineer, the boys vacated the school-house at the end of August, and the old roof was then removed. The building having thus been made untenantable, all work was suspended for six months, and was only resumed at quite the end of February, the boys and masters meanwhile being put to the greatest possible inconvenience from the want of proper accommodation. The work is now going on rapidly, and ought to be finished before the beginning of the rains.

Middle School.

54. The highest class of the Middle School consisted, at the beginning of the year, of four boys. One of these obtained employment and left the school, and the other three went up to the Middle School Examination, in which two passed. Good progress has been made by all the classes, and careful attention has been paid to the subjects in which the boys used formerly to be deficient, especially to English and Vernacular penmanship.

Lower Schools.

55. The Branch Schools have worked very satisfactorily, considering the circumstances of the year and the extent to which they suffered during the unhealthy season. Some changes have been made in the establishment, which, I hope, will make these institutions still more efficient. There are now 46 boys in the 2nd class preparing for the next Lower School Examination,—a larger number than at any previous time.

Notice of Masters.

56. There have been no changes in the school staff during the year. Rádhá Kishn, the Head Master, has done his work with great zeal and intelligence, and Dhanpat Rái, 2nd Master, deserves great commendation, both for his work in the school and for his supervision of the Branch Schools. The other teachers have worked well.

Gujránwála Zil' School.

57 The Gujránwála Zil' School shows a still further increase in numbers. In the Middle School the number of pupils has increased from 59 to 82, and in the Lower Schools from 183 to 211; the whole number of

boys under instruction has thus risen from 242 to 293. Fees also show an increase from Rs. 404 to Rs. 485. In the Middle School the fees rose from Rs. 188 to Rs. 232.

Middle School.

58. The progress of the classes was much interrupted by the unhealthiness of the autumn. Cholera was very prevalent in the town for some time, and the school was in consequence closed for three weeks. After the cholera, as usual, fever, in a severe form, prevailed, and many of the boys suffered from it. Nevertheless, very fair progress has been made by all the classes. Three boys went up to the Middle School Examination, and all passed. The highest classes of the Middle School consisted of six boys during the greater part of the year, but shortly before the examination one of them died, and two obtained employment, one under Government, and one in a Native State. The Middle School would have been very short of teachers during the year, but the liberality of the Municipal Committee enabled me to appoint an additional teacher out of the Branch School funds.

Lower Schools.

59. A new Branch School was established during the year; but as it is still in its infancy, it is impossible to speak of its progress. The two older schools sent up 35 boys to the Lower School Examination, of whom 21 passed. The Central School has worked to my entire satisfaction during the year, but the other has not pleased me, and I fear I shall be obliged to change the teachers.

Notice of Masters.

60. Bábú Jai Gopál, the 2nd Master, resigned his appointment at the beginning of the year in order to join the Mission School as Head Master, and he was succeeded by Bábú Opindrú Kishan Bose. The latter is an able and experienced teacher, but his usefulness has been much impaired this year by an affection of the eyes, which has often interrupted his work. Maulaví Murád Alí has worked energetically and well, and so has Jhandú, the newly-appointed teacher. Bábú Ishan Chandar Mukarjí has performed his duties with his usual intelligence and zeal.

Gurdáspúr Zil' School.

61. The origin of the Gurdáspúr Zil' School has been often described in previous reports. Gurdáspúr itself is too small a place to be able to supply students sufficient for a Zil' School, but it was selected as the site of the present institution, not only because it was most central, but because the school there would be constantly under the eye of the District authorities. The boys in the Middle School are, to a great extent, sons of agriculturists, who have received their early instruction in the Vernacular Schools of the district. The school was formerly supported by a voluntary cess, supplemented by a Government grant-in-aid, but this cess was stopped when the local rates began to be collected; and as the school had grown to be one of some importance, it was taken formally on the Zil' School establishment. No provision was, however, made for the continued payment of the small stipends which were given to some of the boys to assist them to live away from their own homes, and for some months there was great fear lest a very large number of the boys would be obliged to leave the school This difficulty has since been surmounted by a grant from the Local Rates Committee.

Statistics.

62. At the end of the year the school contained in all 166 boys, of whom 92 were in the Middle and 74 in the Lower School; of these boys 51 are sons of the Amlah, only temporary residents of Gurdáspúr; 32 are sons of shop-keepers and others permanently settled there, and 83 are from different towns and villages in all parts of the district. About 60 of the boys receive stipends varying from Rs. 1 to 4 per mensem. The fees collected during the year amounted to Rs. 266, of which Rs. 170 were received in the Middle and Rs. 96 in the Lower Schools. The Lower School is at present maintained, like the Middle School, from the Provincial Services, but I hope before long to be able to have it placed on the grant-in-aid footing, in the same manner as other similar schools, half the cost being paid by Municipal funds and fees. As all the boys attending it belong to Gurdáspúr itself, it would be only reasonable that the Municipality should contribute a portion of the expenses.

Progress of the Middle School.

63. The progress of the Middle School has been satisfactory in the extreme. Six boys went up for the Middle School Examination, and all passed in good places, the school itself ranking the third in the whole province. There are now nine boys preparing for the next examination. Of the other classes the lowest is the smallest, which is a good sign. All classes have been carefully taught. Sanskrit and Arabic are taught in all the classes.

Lower School.

64. The Lower School does not give me such satisfaction as I could wish. At the last examination I had much fault to find with both the quantity and the quality of the work, and if I do not find improvement at my next visit, I may have to remove some of the teachers. There are now 28 boys preparing for the next Lower School Examination.

The Boarding house.

65. Attached to this school is perhaps the best managed boarding house in the Circle. It is adapted to contain 50 boarders, but will probably have to be enlarged, as it is already quite full and the number of boys requiring accommodation is certain to increase largely. With so many young boys brought in from a distance, away from their parents' control, it is essential that every effort should be made to keep them out of harm, and to train them in regular and cleanly habits. The attainment of this object must always depend almost entirely on the personal character and influence of the Head Master, and in this matter Gurdáspúr has been particularly fortunate.

Notice of Masters.

66. It is not too much to say that the success of the school, and the confidence with which it is regarded by the people of the district, are due, in a very great degree, to the careful and diligent management of the Head Master, Harí Singh, of whose exertions I cannot speak too highly. His assistant master is not a man of ability, and I have now arranged for his removal to a less important position. Maulví Imám-úd-dín, the Persian teacher, and Saráj-úd-dín, the Mathematical teacher, have worked well, as also have the Arabic and Sanskrit teachers.

GOVERNMENT VERNACULAR SCHOOLS.

Vernacular Middle Schools.

67. The number of Government Middle Vernacular Schools has increased during the year from 38 to 45; but this increase is not all real, three schools in the Firozpúr District, which were last year shown in the return for Aided Schools, being now returned under this head, so that the actual increase in the number of Middle Schools has only been four. The number of pupils in these schools has increased from 4,072 to 4,933, and the average daily attendance from 3,328 to 4,056. Fees have increased from Rs. 1,248 to 1,631.

Some of these schools are really Aided Schools.

68. Although these schools are all returned as Government Vernacular Middle Schools, several of them are, in point of fact, Anglo-Vernacular Aided Schools. Such are the following:—

District	Locality of School.
Siálkót	Daskah.
Do.	Zafarwál.
Do.	Jámkí.
Do.	Pasrúr.
Jálandhar	Kartárpúr.
Kángra	Pálampúr.

The reasons why these schools are included in this return are—1st, that they are under the direct management of Government Officers, just as ordinary Government Schools are; and, 2nd, that though their internal organization is one and similar to that of Zil' Schools, the staff of Vernacular teachers is paid entirely by Government, and it is only the English staff that is supported on the grant-in-aid system.

Middle School Examination.

69. During this year for the first time the Vernacular Middle Schools of this Circle sent up boys to the Middle School Examination, and the results may be regarded as very satisfactory. The Phillour School, in the Jálandhar District, took, considering the number of boys sent in, the highest place, not only in the Circle, but in the Province; though some schools, such as Tánda, in Hoshiárpúr

District, and Kilá Sohbá Singh, in Siálkôt, which sent in only one or two candidates, obtained an actual higher average of marks. Subjoined is a table showing the results of the Middle School Examination for schools of this class :—

District.	Locality of school.	Anglo-Vernacular Examination.		Vernacular Examination.		Total.	
		No. of candidates.	No. passed.	No. of candidates.	No. passed	No. of candidates.	No. passed.
Kángra ...	Pálampúr ...	2	1	...	...	2	1
Jálandhar ...	Kartárpúr ...	3	3	...	...	3	3
	Nakodar. ...	...	...	4	4	4	4
	Phillour ...	...	...	6	6	6	6
	Búngeh ...	...	...	4	4	4	4
Hoshiárpúr ...	Tándah ...	...	...	2	2	2	2
Siálkót ...	Zafarwál ...	3	3	...	...	3	3
	Daskah ...	3	3	...	...	3	3
	Jámkí ...	2	2	1	1	3	3
	Sankhatrá ...	...	...	3	3	3	3
	Kila Sobhá Singh ...	...	...	1	1	1	1
Firozpúr ...	Zírah ...	...	...	5	4	5	4
	Dharmkót ...	...	...	2	2	2	2
	Moga ...	...	...	2	1	2	1
	Kót I'sá Khán ...	...	...	2	2	2	2
	Total ...	13	12	32	30	45	42

The Amritsar, Gurdáspúr, Lahore and Gujránwále Districts had no boys ready to go in. Next year the number of candidates will probably be very large.

Primary Schools.

70. The number of Primary Schools has again diminished by 10 during the year, but of these 10 only 6 have ceased to exist, the other 4 having been raised to the Middle School grade. The number of boys in these schools has increased from 20,414 to 20,560, and the average daily attendance from 16,548 to 16,653. The fees have increased from Rs. 2,948 to Rs. 3,313.

Examination of Primary Schools.

71. The new classification of schools introduced last year has worked well. In but few schools have I found that the amount of work prescribed for the year has not been completed, and the quality of the instruction given has generally shown improvement. The great defect still existing in the schools is the want of attention to the boys forming the first or lowest class. In some cases this is unavoidable on the part of the teacher, as the number of boys is quite beyond the power of one man to manage; but in the majority of cases it arises from the indifference of the teacher to his work, and his hope that he will be judged by the few boys he has pushed up into the higher classes. The Primary and Lower School Examinations were regularly held this year for the first time; and both boys and teachers being new to them, the results, which are shown in the subjoined table, were not very satisfactory. Better things may be expected next year :—

District.	No. of boys passed Primary School Examination.	No. of boys passed Lower School Examination.
Lahore ...	28	115
Gujránwála ...	4	138
Fírozpúr ...	6	49
Amritsar ...	41	121
Siálkót ...	54	305
Gurdáspúr ...	13	409
Jálandhar ...	61	276
Hoshiárpúr ...	12	188
Kángra ...	22	43
Total ...	241	1,644

Female Schools.

72. There has again been a slight diminution in the number of Government Female Schools; and if all those, that have not done any efficient work for years, were closed, the number would be still further reduced. At the end of the year under review the number of Female Schools was 61, a reduction of seven on the previous year. The number of girls attending the schools has decreased from 1,806 to 1,690. Rs. 2 were collected in fees, which is the first collection since these schools were started.

73. Though the number of Female Schools has very largely fallen off during the last few years, the amount of real education actually given is much larger now than at any former time. Almost 10 years ago, when the movement in favor of female education commenced, the idea was seized upon by Deputy Commissioners with great enthusiasm, and a very large number of schools were established, without any guarantee of the continuance of the funds for their support, or that any real instruction would be given in them. These schools have since then gradually been abolished, many on account of the failure of funds, and many because it was ascertained that nothing whatever was taught in them. There are still many schools which do no work at all beyond providing a regular income for some old village Maulaví, but the majority of those now existing are really of practical use, and give an elementary education to a number of girls.

Lahore District.
1. Middle School.

74. Notwithstanding an unusually unhealthy season, the attendance on the schools, generally, in the Lahore District, has been maintained undiminished, while in the Middle Schools it has very largely increased. None of the Middle Schools of this district, however, are really up to the proper standard, and in most of them the staff of teachers is not sufficient to teach all the classes.

Kasúr.—The attendance on the Kasúr School has fallen off slightly, and little progress has been made in studies, owing to the long continued illness of the head teacher. The great mass of the boys is in the lowest class, and has been decidedly neglected. The highest class at the time of my examination was only the 3rd, so that even the Primary School classes were not complete.

Pattí.—The Pattí School fell off very much under the former teacher, who had had quarrels with some of the leading residents. A new teacher has restored the attendance, and greatly improved the school in every way, but much remains still to be done to make the school what it ought to be. Another teacher is much required.

Chúnián.—The Chúnián School is undoubtedly the best in the district, and is the only one that will be able to send up boys to the next Middle School Examination. The lower classes, however, have not been properly attended to.

Sharakpúr.—The Sharakpúr School has increased largely in numbers, but in other respects shows no improvement. The work of all the classes is incomplete and badly done. The attendance is irregular. The head teacher is old and past his work, and the assistant is inefficient.

2. Primary Schools.

75. The number of Primary Schools is the same as before, and the attendance also remains about the same. The Khémkarn School is still considered a Primary School, though quite fit to be raised to the middle grade. The Luliání School, formerly one of the best in the Circle, has somewhat declined owing to the death of its teacher. The Baghwánpúr School might be raised to the middle grade if the staff of teachers were increased. The majority of the schools show no improvement during the year.

3. Female Schools.

76. One new Girl's School has been opened at Kasúr, and paid for from municipal funds. This raises the whole number of Girl's Schools under the Deputy Commissioner to six. I inspected them all, and was glad to find decided improvement in the schools at Kasúr. The Bhátí gate School has fallen off very much, and the school at Burj Atárí is a mere show, and should be closed.

Gujránwála District.
1. Middle School.

77. At the beginning of the year there were three Middle Schools in the Gujránwála District, but two of them were so manifestly unfit in every way for the higher grade, that at my suggestion they were reduced to

Primary Schools. Háfizábad is now the only Middle School in the district. In this school English teaching has been discontinued, which is, I think, an advantage. The number of pupils remains about the same as before, but considerable progress has been made, as I notice that whereas there were, at the beginning of the year, no fewer than 94 boys in the lowest class, the number at the end of the year had been reduced to 61. This school is not, however, a good specimén of a Middle School.

2. Primary Schools.

78. The Primary Schools have again been reduced in number by 10. This has been owing to the introduction of the revised scale of pay, which did not admit of the employment of so many teachers. The progress of these schools has been satisfactory.

Firozpúr District.
1. Middle School.

79. In the Fírozpúr District one Primary School, *viz.*, at Kót I'sá Khán, has been raised to the middle grade, making in all four Middle Schools in the district. All the schools of the district sent candidates to the Middle School Examination, and obtained some success there, but it is to be regretted that all these boys belonged properly to the 5th class only, and have not been sufficiently prepared for the examination. Had they been allowed to complete their school course before competing, they would undoubtedly have taken high places. As it was, the boys from Moga and Kót I'sá Khán obtained only 12 and 23 per cent. respectively of the maximum marks in Mathematics, and the Moga boys obtained very low average marks in Urdú and general knowledge. The Zíra School is, as usual, remarkably good, and next to it stands Dharmkót. The Kót I'sá Khán School is weak, both as to the quality and number of its teachers.

2. Primary Schools.

80. The number of Primary Schools in this district has been reduced during the year from 30 to 27, one having been raised to the Middle School grade and two closed. I was sorry to find when I inspected these schools that their management by the late District Inspector had been anything but satisfactory, and that consequently no progress had been effected. Under the new management I expect better results.

3. Female Schools.

81. The Female Schools are the same in number as formerly, *viz.*, five, and contain about the same number of girls. I inspected them all. In two I found that good progress had been made, and that there was promise of further advance; two schools had been only recently opened, and one, the oldest, which ought to be, and used in fact to be, a good school, had very much fallen off. Generally speaking the schools are good of their class.

Amritsar District.
1. Middle School.

82. Three schools, at Fatehábád, Jalálábád, and Rámdás have been added to the number of Middle Schools in the Amritsar District, making in all six. In addition to these the Tarn Táran School is in reality a Middle School, though returned as belonging to the Primary grade.

Majíthah.—The Majíthah School has not been at all well taught during the year. The teacher is competent, but has been very idle. The assistant teacher is inefficient.

Warowál.—The Warowál School is a good one, and will send up candidates to the next Middle School Examination. An additional assistant is much required, as two men are not enough to teach six large classes.

Batálah.—The Batálah School is a large one, and all the classes are complete; but the work has not been at all satisfactory, and the staff of teachers is insufficient.

Fatehábád.—At Fatehábád is a large, but not well-taught, school. Here also the staff of teachers is insufficient. None of the classes have been carefully taught.

Jalálábád.—The Jalálábád School has very much improved in every way during the year, and gives promise of doing well; but the lower classes require more attention.

Rámdás.—The Rámdás School has been injured by the misconduct and idleness of the head teacher, and the incompetence of the assistant. This school is not fit to be in the Middle grade.

83. Although three Primary Schools in the Amritsar District have been raised to the Middle grade, the number of these institutions has increased from 54 to 57. The attendance remains much the same as in the previous year, but the fees have increased very largely. The Tarn Táran School, as I said before, is included among the Primary Schools, but at the head of it is an English Master on Rs. 30 a month, paid from Municipal funds, and the course of study followed is that for Middle Class Anglo-Vernacular Schools. As yet the classes are elementary, and the English teaching has not been good. It would be much more for the benefit of the place if the Municipal grant were extended in the appointment of an efficient Vernacular teacher, and the school raised to the grade of a Vernacular Middle School. Fair progress has been made in most of the Primary Schools, and still more may be looked for when the new scheme is thoroughly understood and more carefully worked by the teachers.

2. Primary Schools.

84. The number of Female Schools in this district has been increased from 1 to 5, and the number of pupils has increased from 20 to 117, all being Muhammadans. Three of these schools were inspected by Mrs. Mackintosh, who reported that two of the new ones were in a promising state, but that the third, which had been established for some years, was not likely to prove of any use under these teachers. The Deputy Commissioner has been asked to take steps to improve this school.

3. Female Schools.

85. The number of Middle Schools in the Siálkót District has been increased from 7 to 8 by the promotion of the school at Kilá Sobhá Singh. These schools were inspected by Mr. Mackintosh, who reported very favorably of their management and condition. His report was sent in original to you; and as I have received no report from any of the Deputy Commissioners of the Amritsar Division, I am unable to give any further details of these schools. Five of them sent up 13 boys to the Middle School Examination, and their success was very creditable to their teachers.

Siálkót District.
1. Middle Schools.

86. The number of Primary Schools in the Siálkót District has been reduced from 69 to 65, one of them having been raised to the Middle grade. The number of boys has slightly fallen off in consequence of the reduction in number of the schools, but in other respects Mr. Mackintosh's report shows, that excellent progress has been made during the year.

2. Primary Schools.

87. The Gurdáspúr District contains the same five Middle Schools as in last year. The attendance on these has somewhat increased during the year, and the fees have been more than doubled. English used to be taught in the Pathánkót School, but this has been since discontinued. The staff of teachers in these schools is larger and more efficient than those of any other district in this Circle, liberal assistance being given in nearly every case by the Municipality.

Gúrdáspúr District.
1. Middle School.

Dínánagar.—This is a very large and excellently-managed school, containing no fewer than 269 boys. Sanskrit and Arabic are taught in all the Middle School classes; the general instruction is very good.

Kalánaur.—This is also a good school; it contains 103 boys, of whom 73 are Muhammadans. Arabic and Sanskrit used to be taught here, but it was found that the people did not care for them, and the money spent on them was therefore applied to the improvement of the general staff, which is very efficient

Derah Bábá Nának.—The teaching in the lower classes of this school has been anything but good, and the junior teachers have been removed in consequence. The higher classes have improved.

Kanjrúr.—In this school also the lower classes were very bad. The head teacher has worked remarkably well, but he was badly served by his assistants, who have been replaced.

Pathánkót.—The attempt to maintain the English teaching at Pathánkót has seriously retarded the progress of the school; but as English has now been discontinued, and as the staff of Vernacular teachers is strong and efficient, great improvement may be looked for in the future.

88. The number of Primary Schools in the Gurdáspúr District has increased from 85 to 87, and the fees have increased from Rs. 564 to Rs. 915, though there has been a slight falling-off in the attendance. These schools are generally in fair order, though little progress has been made during the year. Very many of the schools contain a large number of pupils, and have not a sufficient number of teachers to instruct them. The natural consequence has been that the lower classes have been very much neglected.

2. Primary Schools.

89. I inspected two of the Girls' Schools, *viz.*, at Kanhwán and Dínánagar. In the former there were girls of good families reading, but they had learned very little indeed. At Dínánagar, where the school is of long standing, three or four girls were able to read and write a little, and the rest were quite beginners. This is the normal condition of this school.

3. Female Schools.

90. In the Jálandhar District there are the same Middle Schools as before. They have been excellently managed by the District Inspector, and taught by their masters, and are perhaps the best in the Circle. A number of boys was sent up by them to the Middle School Examination, and obtained very high places, one boy from Phillour gaining the highest marks in the whole province.

Jálandhar District.
1 Middle Schools.

Kartárpúr.—This is an Anglo-Vernacular School, and is one of the few of the class that has proved really efficient. It has made excellent progress during the year, and continues to be very popular.

Nawsáhahr.—The Nawáshahr School is the poorest in the district, but this is partly because, being so close to the Zil' School at Ráhon, most of its best pupils go to finish their studies in that institution. A weak attempt is still made to teach English in this school, and this perhaps aids to retard the Vernacular classes.

Búngeh.—This school continues in very good order.

Nakodar.—The Nakodar School has much improved during the year.

Phillour.—Very great progress has been made in the Phillour School, which is now perhaps one of the best in the Circle. It took the highest place among Vernacular Schools at the Middle School Examination.

91. The Primary Schools in this district have been most carefully managed by the District Inspector, and are shown in Mr. Mackintosh's report to have greatly improved during the year. Taken generally, I imagine that the primary education in this district is in advance of the other districts of this Circle. Several schools have been established, half the cost of which is paid by the residents of the villages in which they are situated, and in some villages there are schools entirely supported by private contributions, in which the Government course of study is followed and Government educational rules generally adopted.

2. Primary Schools.

92. The number of Female Schools has been reduced from 49 to 42, several that were doing no efficient work having been closed. All these schools were examined by Mr. Mackintosh, who reports very favorably of them as a whole, though in some individual schools very little work had been done. Mrs. Mitter continues in charge of the schools in the city, and her supervision has been productive of the best results. As a rule, the teaching in the Persian Schools is much superior to that in the Hindí Schools.

3. Female Schools.

93. The number of Middle Schools in the Hoshiárpúr District has been increased by one; the school at Náronangal having been reduced to the Primary grade, and those at Kótla and Bájwárah having been advanced to the higher grade. Neither of these schools is, however, fit for the grade to which they have been promoted, and they show little promise of improvement. Of the older schools, that at Garhshankar is decidedly the best, and has made very marked progress during the last year or two. The other schools are generally good as regards their higher classes, but do not show

Hoshiárpúr District.
1. Middle Schools.

at all satisfactory work in the lower classes, which is in a great measure owing to the inferiority of the subordinate teachers. The Hariánah School has fallen off very much in every repect. The Tándah School passed two boys at the Middle School Examination, one of whom obtained a high place. All the older schools will send up boys to the next examination.

2. Primary Schools.

94. Allowing for the school raised to the higher grade, the number of Primary Schools in the Hoshiárpúr District is the same as at the beginning of the year. The attendance has somewhat increased, but the fees have fallen off,—a circumstance which is owing to the fact that these schools were closed for nearly two months in the autumn, owing to the prevalence of cholera. The same cause seriously retarded the progress of the classes; and as my inspection was made in October and November, very soon after the schools were re-opened, I did not find them in as good a condition as usual. The deterioration, however, I believe to be only temporary, and I fully expect to find the schools as good as, or better than, ever when I visit them next.

Kángra District.
1. Middle Schools.

95. The Middle Schools in the Kángra District are the same as before. The Pálampúr School fell off very seriously at the beginning of the year, owing to the idleness and mismanagement of the Head Master. On the appointment of a new master, Khyálí Rám, the school rapidly recovered its former condition, and is now perhaps more flourishing than at any previous time. The boarding house has been completed, and is occupied by a considerable number of boys. One boy passed the Middle School Examination, and is now continuing his studies in the Upper School at Hoshiárpúr. The Sujánpúr School continues to be very well taught, but that at Jwálámúkhí, though a new Head Master has been appointed, is not by any means as good as it ought and used to be. The Indaura School works fairly.

2. Primary Schools.

96. The Primary Schools in this district have, I think, very much improved in the last few years. Formerly they were nearly all Hindí Schools, and were generally of a very low stamp. It is a curious fact that in Hindí Schools it is a very difficult matter to induce the boys to buy school books, whereas the same boys in an Urdú-Persian School will provide themselves with the necessary books without any hesitation. It is partly owing to this fact, and partly because the new teachers are better than the old Pandits, that the Persian Schools that have gradually replaced most of the old Hindí ones are so much more efficient than their predecessors. The schools I have seen within the last fortnight show great improvement since my last inspection.

3. Female Schools.

97. There were at the beginning of the year 13 Female Schools in the Kángra District, four being Government and nine Aided Schools; but during the year the four Government and one Aided School, being in a hopelessly unsatisfactory state, were abolished. The remaining schools remain in much the same state as before reported; but fresh measures having been taken to make them more attractive and efficient, it is hoped that this year's inspection will show some improvement.

Education in Kúlú.

98. Education in Kúlú, I am sorry to say, has not made the rapid progress I hoped for it. The School Superintendent, who has been for some years paid by subscription from Mr. G. Knox, supplemented by a Government grant, has lately been dismissed owing to the withdrawal of Mr. Knox's subscription. As, however, the first reason for his original appointment, which was to set, in working order, a system of schools for the valley, has been fairly accomplished, I do not anticipate any very injurious results from his removal. Several of the schools are reported by Mr. Mackintosh and Colonel Páske, the Deputy Commissioner, to be in a very promising state, but the majority have not had the best of their struggle against the ignorance and apathy of the people.

GOVERNMENT JAIL SCHOOLS.

Jail Schools.

99. Education in Jails appears to be receiving more attention, and consequently more progress may be looked for in future than has yet been arrived at. In some Jails improvement is very manifest. The whole number of prisoners under instruction has, however, somewhat diminished. I subjoin a brief notice of each Jail.

Lahore Central Jail.—The school in the Central Jail, Lahore, has very much improved during the year owing to the careful supervision of Dr. Warburton, who has been well supported by the Deputy Superintendent and Darogah. Eighty men left the Jail during the year, nearly all of whom had learned to read and write Urdú very fairly during their imprisonment. Forty-nine men, who knew Persian before their incarceration, are learning English with a view to their employment in the Press.

Thaggi School.—Very little indeed is taught in the Thaggi School. The teacher, one of the Jail munshís, knows very little himself, and has no idea of school management.

Female Penitentiary.—Very fair progress has been made in this Jail.

Gujránwála.—In this Jail little or no progress is made. About eight men could read a little when Mr. Mákintosh examined it, but all were bad in Urdú writing. As there is now a qualified teacher on Rs. 20 a month, such want of progress is very discreditable,

Firozpúr.—Very much as last year. Progress almost nil.

Amritsar.—The Amritsar Jail School showed not merely no progress, but actual retrogression, when I inspected it; one prisoner only was able to read and write at all, and all the men were in the first or lowest classes. Next to nothing appeared to have been taught during the previous year.

Siálkót.—There is a very small number of prisoners under instruction in the Siálkót Jail, but they have been well taught, and good progress has been made.

Gurdáspúr.—When I inspected the Juvenile Reformatory, as it is called, at Gurdáspúr, I found that next to nothing had been taught during the year. Only three of the boys could read Urdú fairly, and only one of these, who had been under instruction for a very long time, could write at all well. The rest could scarcely read at all, and the best of them could only write single letters. In consequence of my report, the teacher has been changed, the time given to instruction has been increased, and careful supervision of the school work has been promised, so that improvement may be confidently looked for. I found that the adult prisoners in the same Jail, though they had been a shorter time under instruction, and were of an age less suited to commence the acquisition of knowledge, had made considerably better progress than the juveniles.

Jálandhar.—Nearly all the prisoners in the Jálandhar Jail had been a very short time under instruction at the time that Mr. Mackintosh inspected it, but he reports that they had been carefully taught, and had made good progress.

Dharmsálah.—I have not yet seen the Dharmsálah Jail, and have no definite information regarding it. I expect to see it very soon.

SECTION III.

AIDED INSTITUTIONS.

Schools for European, East Indian or Christian children.

Lahore High School.

100. The Lahore High School has continued under the able management of the Revd. E. Gulliver throughout the year. The number of pupils has increased from 30 to 36, and the average daily attendance from 19 to 24. The fees for the year amounted to the large sum of Rs. 2,446, or more than Rs. 1,000 in the previous year. These facts show that the school is increasing in popularity, which the increased efficiency of the management cannot fail to enhance.

Anárkalí Girls' School and Girls' High School, Lahore.

101. The Anárkalí Girls' School has done well during the year, notwithstanding some difficulties. The High School for girls, which I mentioned last year as forming a part of it, did not last long after the beginning of the year, and was closed in July. The assistant teacher of the Anárkalí Girls' School was removed in the summer, and no successor was appointed, so

that Mrs. Oliver had to teach all the classes herself. Again, there was during the year an almost entire change in the pupils, all but very few of the former pupils having left, and having been replaced by others. Under these circumstances it is very creditable to Mrs. Oliver, that Mrs. Mackintosh found the classes in good order, and the progress satisfactory. An assistant teacher is much required.

Naulakha Girls' School.

102. The number of girls attending the Naulakha (late Lahore Christian) Girls' School has again fallen off considerably, no fewer than 36 children having been withdrawn from the school during the year owing chiefly to their parents leaving Lahore. Notwithstanding this unfortunate circumstance, Mrs. Mackintosh's inspection showed that no little improvement had been made in the year. The pronunciation of the girls was very much improved; several could write fairly from dictation; and all but one passed in Arithmetic. English Grammar was the only subject in which there was a marked deficiency. It is proposed, I believe, to endeavor to increase the number of pupils by making arrangements for receiving boarders.

Free School, Lahore.

103. A school was started in Lahore during last year, the object of which was to gather, from the bazárs and lanes, the children of the poorest classes of Europeans and Eurasians, and to give them a good elementary education, which might enable them to earn an honest livelihood. This school was intended to be free, and the name given to it was the Free School; but as Government refused a grant-in-aid unless some fees, however small, were taken, the name has since been altered to that of the Saint James's School. A Government grant having been given to it about the middle of the year, this school now comes into the returns for the first time. In consequence of the levy of the fee, the numbers have somewhat fallen off. The attendance consists of both boys and girls, and the education is at present quite elementary. The teacher, Miss Harris, appears to have worked industriously, and to have brought on her pupils very fairly; but the work is almost too much for one teacher, and it would be well if an assistant were appointed.

Girls' School, Gujránwála.

104. As the small station of Gujránwála contained an unusually large number of Christian children, for whose education no means whatever existed, subscriptions and fees were collected, a Government grant obtained, and a school commenced at the beginning of the year under review. Though of course quite an elementary school, this institution has proved a great boon to those people in the place who could not afford to pay highly for their children's education. English and Urdú reading, Writing, Arithmetic and Geography, have been very fairly taught.

SCHOOLS FOR NATIVES.

Higher and Middle Class Schools.

No. of Higher and Middle Class Schools.

105. The Gujránwála Mission School has been removed from the Higher to the Middle class, none of its pupils having presented themselves for the University Examination. There are thus only three schools of the higher grade. The number of Middle Schools has been reduced from 19 to 17. Three schools in the Fírozpúr District having, as already mentioned, been entered in the returns for Government Schools. The Gurdáspúr School has been removed to the Government establishment, and the Gujránwála Mission School has been reduced to the Middle grade. The new Branch of the Amritsar Zil' School has been added to this list.

Results of University Examinations.

106. The following tables give the results of the Panjáb University College and Calcutta University Entrance Examinations :—

Panjáb University College Entrance Examination.

Name of School.	No. of candidates.	No. passed
Lahore Mission School ...	2	2
Amritsar Do. do. ...	...	...
Jálandhar ...	1	1
Siálkót ...	2	2
Total ...	5	5

Calcutta University Entrance Examination.

Name of School.	No. of candidates.	No. who passed in			Total passed	No. failed.
		First Division	2nd Division.	3rd Division.		
Lahore Mission School.	4	...	..	...	...	4
Amritsar Do do.	...	...	...	...	...	...
Jálandhar Do. do.	2	...	...	...	...	2
Total.	6	...	...	...	...	6

Results of Middlle School Examination.

107 The following table gives the results for Aided Schools of the Middle Schoo Examination held in December last. The Lahore, Jálandhar Cantonment, and Kángra Mission Schools were the only ones that did not take up Persian :—

Name of School.	No. of candidates.	No. passed.	No. failed.
Lahore Mission School ...	7	5	2
Narowál Do. do. ...	1	1	...
Jálándhar Do. do. ...	15	13	2
Do. Cantt. do. ...	1	1	...
Siálkót Mission do ...	7	7	...
Do. Cantt. do ...	2	2	...
Wazírábád Mission do ...	5	4	1
Amritsar Mission do. ...	9	8	1
Kángra Mission do. ...	4	1	3
Firozpúr Aided Zil' do. ...	8	7	1
Total ...	59	49	10

American Mission School, Lahore.
1. Main School.

108. The Lahore Mission School continues to maintain its great popularity. The number of boys in it has remained almost the same throughout the year, but the fees realized about Rs. 250 less than the previous year. Of the 383 pupils in the school, about 29 are in what in a Government School would be considered the Upper Department, 171 in the Middle, and 183 in the Lower Department; but the subjects of instruction differ so much from those in the Government scheme, that an exact comparison is impossible. English is taught in all the classes from the highest to the lowest; and while the study of Persian is not insisted upon in any class, it is permitted even to the smallest boys in the lowest class. Arithmetic is generally very well taught, especially in the lower classes.

2. Branch Schools.

109. The number of Branch Schools is 19, the same as last year, but the number of boys has fallen from 1,132 to 1,054, and the fees from Rs 1,214 to 1,083. These schools contributed 104 boys to the main schools during the year. The subjects taught in these are the English Primer, a Persian Primer, writing, and the multiplication table. They are useful and very popular.

Church Mission School, Amritsar.
1. Main School.

110. The number of boys in the Amritsar Mission School has increased from 166 to 190, and the fees from Rs. 331 to 392. The Government curriculum for Anglo-Vernacular Schools is adhered to, and the consequence is that the school work generally, and the attainments of the boys in the several classes, are more even than they generally are in Mission Schools; 21 boys are in the Upper, 100 in the Middle, and 69 in the Lower School. Seven boys in the highest class are preparing for the next Calcutta University Entrance Examination, but they did not strike me as a very promising set. The other classes are much better each in its own grade, and the general state of the school is one of great efficiency. The Lower School sent up 26 boys to the Lower School Examination, of whom 24 passed.

2. Branch Schools.

111. The number of boys in the Branch Schools has fallen from 696 to 603, but the fees have increased from Rs. 330 to 342. Nearly all the boys learn bazár accounts from Pándhás, 289 are learning Urdú and 105 English. Very little is taught in these schools, but they are useful as feeders to the main school.

American Presbyterian Mission School, Jálandhar.
1 Main School.

112. The number of boys in the Jálandhar Mission School has increased during the year from 267 to 308; of these about 29 belong to the Upper School, about 87 to the Middle School, and the remainder to the Lower School. The income from fees was Rs. 921 against Rs 731 in the previous year. Ten boys are preparing for the next Calcutta University Entrance Examination, and their progress has been so great as to afford good hope of their passing creditably. At the Middle School Examination the boys of this school took in Persian for the first time, and this language seems now to receive more attention than in former years. All the classes of the school have been carefully taught.

2. Branch Schools.

113. There are two Vernacular Branch Schools, one in the city and one in a suburb. They are both arranged on the same plan, and teach the same subjects as Government Primary Schools, and the work in both has been satisfactorily performed. The number of boys attending them has varied very little during the year.

3 Cantonment School.

114. The School in the Jálandhar Cantonments, belonging to the same Mission, is classed as a Middle School, and sent one candidate to the Middle School Examination. It contains 83 boys, divided into six classes, the highest class being about equal to the fifth of the Government Zil' School course. The teaching has generally been fair, but the four lower classes are very backward in Arithmetic and Geography.

Church Mission School, Kángra.

115. The Kángra Mission School is one that makes very little progress. It has now 71 pupils in the Main and 44 in the Branch School,—a slight improvement on last year. The income from fees has increased from Rs 35 to 55, besides which about Rs. 8 were collected in the Branch School. Four boys went up to the Middle School Examination, but only one was successful. The highest

class is now preparing for the next Middle School Examination. I am sorry to have to report that the work of the school has not been as satisfactory as could be wished. There is a want of system and method in the way that it is carried on; and while the staff of teachers is numerically weak, their time and energies are wasted by the number of small classes and sub-divisions of classes into which the school is divided.

Church Mission School, Dharmsálah.

116. The Church Mission School in the lower station of Dharmsálah now occupies a new building, which gives excellent accommodation for the boys attending, and for which a Government building grant of Rs. 150 has been sanctioned. This school, when I inspected it, was in anything but a satisfactory condition. The discipline was exceedingly lax, and a want of method pervaded the whole school. Very little had been taught, and that not very well.

Anglo-Vernacular School, Kánhyára.

117. The school at Kánhyára, having obtained a better teacher, has begun to make some progress. It is returned as an Anglo-Vernacular Middle School, but it scarcely deserves the position. It is practically a Vernacular Primary School, three or four of the boys in which learn a little English in addition to the other ordinary subjects. Nearly all the boys are still little more than beginners.

Church Mission School, Jandiálah.

118. The number of boys in the Jandiálah Mission School remains about the same as last year, but the amount collected in fees has fallen from Rs. 71 to 65. Fifteen boys were in the Middle School, and the rest in the Lower School. As before reported, the higher classes have been fairly taught, while the lower classes are not good.

Church of Scotland Mission Schools, Siálkót City & Cantonment.

119. The Church of Scotland Mission Schools in the City and Cantonments of Siálkót continue to be well managed and prosperous institutions. The attendance has been slightly reduced, but the income from fees has considerably increased. They sent nine boys as candidates to the Middle School Examination, and their answering was particularly good in Urdú and Persian, though in English and general knowledge their average marks were small.

Church Mission School, Narowál.

120. There has again been a decline in the number of boys attending the Church Mission School in the small town of Nárowál. The fees, however, have slightly increased, and the teaching appears to have improved. One boy went up to the Middle School Examination and obtained higher marks than any other candidate from Anglo-Vernacular Schools. There was a considerable gap between this boy and those of the next class, which is now only equal to the 5th of the Government course. Twenty boys are in the Middle School and 72 in the Lower School; none of the latter were able to pass the Lower School Examination.

Adult English School, Lahore.

121. The Adult School in Lahore was intended to enable men employed in offices, and adults who could not be admitted into ordinary schools, to acquire or improve themselves in English. It has 67 pupils, of whom 12 hardly satisfy the conditions of the school, being lads under 18 years of age. The Head Master is Bábú Káshí Parshád, a master of the Government School, and an able teacher.

American Presbyterian Mission Adult School.

122. The American Presbyterian Mission Adult School was started at the same time and with the same objects as the one just mentioned. It contains 56 students, of whom 32 are Muhammadans. English reading and Grammar are taught, and the work is fairly done.

Anglo-Vernacular School, Mián Mír.

123. The school in the Mián Mír Cantonment has lost a third of its pupils, the number having fallen from 96 to 62. The fees have, however, slightly increased. The school has good teachers, and is well managed, but the fluctuating character of the population from which the boys are drawn causes such frequent changes among the pupils as to render substantial progress a matter of great difficulty.

Church of Scotland Mission School, Wazírábád.

124. The Church of Scotland Mission School at Wazírábád is a good one. The number of boys in it has somewhat fallen off, but the fees have largely increased. There are 46 boys in the Middle School, of whom 7

are in the highest class. Arithmetic and Geography are rather weak in all classes, but otherwise the school has been well taught. The Lower School is not equally good, and out of 18 candidates at the Lower School Examination only 3 passed. The Government scheme of studies is closely followed.

American Mission School, Gujránwála.

125. The number of students in the Gujránwála Mission School has increased from 367 to 427, and the fees from Rs. 143 to Rs. 183. The number of boys learning English has been reduced from 234 to 173. Hindí and Sanskrit have been discontinued. The general efficiency of the school, and especially the condition of the upper classes, has been improved by the appointment of an efficient Head Master, but there is still great confusion in the arrangement of the classes.

Anglo-Vernacular School, Fírozpúr City.

126. The Fírozpúr City School is in fact a Zil' School, and might fairly be returned among schools of that class. It contains in the Middle School 87 boys and in the Lower Schools 410 boys. The fees collected amounted to Rs. 200-11 in the Middle and Rs 306-12 in the Lower Schools. The Head Master, Dhaní Rám, was promoted near the end of the year to a higher appointment, and Nand Singh was appointed in his stead. I took this opportunity of revising the saláries of the teachers, and being dissatisfied with the work of the assistant English teacher, I dismissed him, and appointed two well qualified and experienced teachers in his place. The staff of the school has thus been materially strengthened, and I look for excellent results this year I was also displeased with the work of the Head Teacher of the Central Branch School, and reduced him to a subordinate post, appointing in his place a man of good ability and great local influence. Thus I hope that next year will show very great improvement in all respects. The City Branch School continues to be most admirably managed and taught by the Head Teacher, Ahmad Khán. It is one of the best schools of the class that I know.

Anglo-Vernacular School, Fírozpúr Cantonment.

127. The staff of the Fírozpúr Cantonment School has been very much improved during the year by the appointment of an efficient Head Master, and subsequently by some changes among the Vernacular teachers. Five boys will be fit, if they continue in the school, to go up for the next Middle School Examination. The attendance has continued about the same, but a larger sum has been realized in fees. The general condition and prospects of the school are very good.

Regimental School, 4th Gurkhás, Bakloh.

128. I have not lately had an opportunity of seeing the Regimental School of the 4th Gurkhás at Bakloh, but I do not believe that its condition is much better than when I last reported on it. The number of pupils has, however, increased from 26 to 49, and the fees from Rs. 51 to Rs. 75. I hope to see this school shortly, and will report on it separately.

Lower Schools.

School in British Lahoul.

129. Nearly all the Aided Schools of the lower class have been already noticed in the remarks on the higher class schools with which they are connected. But there are a few schools receiving grants under Art. XIV of the Grant-in-aid Code, which are now for the first time included under this head, having formerly been always entered in the returns for indigenous schools. These require separate notice here. The first are the schools belonging to the Moravian Mission in British Lahoul, *viz.*, the Urdú School at Kyelang and the Primary Thibetan Schools scattered in the villages. No returns have been received from these schools, and I have neither been able to visit them, nor have I received any account of them from the District Authorities or the Missionaries. I hope to be able to see and report on them shortly.

Ibráhím's School, Jálandhar.

130. The Vernacular School at Jálandhar continues to be known by the name of its founder, Khalífa Ibráhím, who, however, has been for some time dead. The school was kept together in a great measure, and enjoyed its great reputation as a Persian School from the high character of Khalífa Ibráhím. Since his death it has fallen off very much in every way, and contains now only 35 pupils. The teaching is still good, and more attention than formerly is paid to instruction in general knowledge. I doubt, however, if it will be worth while to continue the grant to this school, and I propose to make a special enquiry and to report on the subject.

Muhammad Alí Sháh's School, Fatehgarh.

131. The school of Maulaví Muhammad Alí Sháh at Fatehgarh, in the Gurdáspúr District, has not fulfilled my expectations of its success. The teaching has evidently been seriously neglected, and, instead of being able to take its place among Middle Schools, it has fallen to the condition of an indifferent Primary School. If it shows no improvement at my next inspection, I may be obliged to recommend the withdrawal of the Government grant.

School at Dalhousie.

132. A Primary School was started during the season at Dalhousie for the benefit of the residents in the bázár. It continued only for four months, and while it lasted it was ably conducted by a pupil from Mr Rodger's Normal School at Amritsar. It was intended always to maintain such a school during the Dalhousie season, but I do not know if it has been done this year.

Female Schools.

Female Schools. Statistics.

133. The Aided Girls' Schools have again diminished in numbers, there being only 152 at the end of the year compared with 176 at the beginning. The number of girls has decreased from 4,326 to 3,713. The principal diminution has been in the Siálkôt District, where no fewer than 23 schools have been closed for want of funds. These schools were maintained from the proceeds of a local cess; but when the local rates began to be levied, the cess was abolished, and reductions became absolutely necessary. Notwithstanding the large decrease in the number of Girls' Schools, the expenditure on them was slightly larger than in the previous year.

Notice of some of these schools.

134. All these schools, with very few exceptions, have been examined and reported on by Mrs. Mackintosh; and, in regard to the majority of them, there is very little to be said. The Hindí Schools in the Jálandhar District have somewhat improved, and there is hope that, with careful supervision, they may become efficient. The American Presbyterian Mission School at Hoshiárpúr was not inspected, but I heard from the Deputy Commissioner that it was doing well. The Church Mission School at Kángra was examined by me; it has very greatly fallen off, and is doing next to nothing. The inspection of the Amritsar Girls' Orphanage was postponed at the request of the Lady Superintendent. The three schools in the city of Fírozpúr have already been noticed, as also have the schools in the Kángra District.

Lady Lawrence Girls' Schools, Amritsar.

135. The Urdú Normal class in the Lady Lawrence Girls' Schools at Amritsar has been discontinued, and there remain only a Hindí and a Gúrmukhí class, the latter attended by Mazbhí women. The Hindí class is a particularly good one, and contains two women sufficiently prepared to serve as teachers in Primary Female Schools. The Gúrmukhí class is not equally good, and is inferior to the class, as it stood last year. Three women, two Hindús and one Mazbhí, were sent out as teachers during the year. Besides the Normal classes, there are eight Primary Schools, three for Muhammadans and five for Hindús. These are daily visited by the ladies in charge, and are making excellent progress.

Primary School, Amritsar City.

136. The Primary Girls' Schools in the Amritsar city were favorably reported on by Mrs. Mackintosh. In some excellent progress had been made, while others were doing little or nothing.

Primary Schools, Lahore city.

137. There are three Muhammadan and five Hindú Primary Schools in Lahore. In two of the former good work has been done, but the third is badly reported of. All the Hindú Schools show progress, and three are particularly well spoken of by Mrs Mackintosh. All these schools are carefully managed by Mrs. Blake, the Lady Superintendent.

District Schools, Siálkôt.

138. There are 49 Female Schools in the Siálkôt District, of which 30 are for Muhammadans and 19 for Hindús. Mrs. Mackintosh reports that in all the Muhammadan Schools fair progress has been made during the year. One school contains a 4th and 16 a 3rd class, which shows that a very considerable proportion of the schools are really well advanced. The best school in the district is said to be that of Ziá-úd-dín, in the town of Siálkôt, in which 30 out of 40 girls were able to read

well. Of the Hindú Schools two have a 4th class, and eight a 3rd class. Two of these schools are reported of very unfavorably, but the rest have done well. Arithmetic appears to be the subject in which the teachers and girls take least interest, and it is consequently that in which the least progress has been made.

City Schools, Gujránwála.

139. The schools in the town of Gujránwála have not made the progress I anticipated. Mrs. Mackintosh reports that there were no proper registers of attendance, and nothing like order or regular classification in any of the schools. Very little too had been taught, and that not well. Arrangements are now being made to procure for these schools two trained female teachers from one of the neighbouring Normal Schools.

INDIGENOUS SCHOOLS.

Muhammadan School in Amritsar.

140. The usual return of indigenous schools is annexed to this report, but it does not appear to me to call for any remarks. In my last report I wrote at considerable length regarding schools of this class, and I have little to add to what I then said. It is worth mentioning, however, that, as a result of the recent agitation regarding the education of Muhammadans, two Muhammadan Schools have been started in Amritsar, one by Maulaví Abdul Alí Kari, and the other by Mián Muhammad Ján. In both schools a little Urdú and Persian are taught to the beginners, while the more advanced students read Arabic, and a commencement has been made of Arithmetic. It is intended in both schools to combine a fair secular education with instruction in sacred and philosophical Arabic literature, and so to qualify the schools for the receipt of a Government grant-in-aid. At present the schools are only beginning. They have both been examined by Mr. Mackintosh and myself, and, after some further communication with the managers, I propose to report at length upon them, and to recommend them for a Government grant.

INSTITUTIONS FOR SPECIAL OR PROFESSIONAL TRAINING.

GOVERNMENT NORMAL SCHOOLS.

Lahore Normal School.

141. The Lahore Normal School has continued under the same staff of teachers during the year. The number of students has been decreased from 119 to 104; and as the cost of the school remains very nearly the same, *viz.* Rs. 12,794, the average cost of the training of each student has increased from Rs. 106 to Rs. 118. The same unsuitable building is still occupied.

Change in the system of examination.

142. An important change has been made in the system of examination for teachers' certificates. Formerly the entire course of study extended over two years, of which six months were spent in the preliminary class. At the end of the term of study, the students were examined, and were allowed to count towards their total marks all that they gained in every subject above a certain fixed minimum. Certificates of the 1st, 2nd, 3rd or 4th grade were then awarded according to the percentage of the total marks gained by each candidate. The advantage of this system was that excellence in any subject or subjects told in favor of the candidate; for example, a man who was very good in Mathematics and general knowledge, but weak in Persian, might get a certificate of qualification as a teacher, and *vice versá.* It was considered, however, that a teacher to be properly efficient ought in his examination for a certificate to be able to obtain at least 50 per cent. of the marks in every subject, and this was made the condition of the new system of examination. A further change was introduced by extending the course of study to three years, in order to provide a higher course of training for those men who were to have charge of higher class Vernacular Schools, and the examination was fixed to be held once a year only instead of twice as before. Teachers of Primary Schools would pass out of the Normal School at the end of two years as before, and the two lower grades of certificates only would, under the new conditions of the examination, be obtainable by them according as they obtained 50 or 75 per cent. of the marks in each subject. Candidates for Middle School teacherships would have to remain for another year, and would then compete for the two higher grades of certificates under the same conditions.

Results of examination.

143. The first examination under the new system was held in June 1872, when 32 candidates presented themselves for examination by the lower standard. One of these fell ill during the examination, and two were expelled for dishonest practices; and none of the others succeeded in satisfying the conditions of the examination, though a large number of them came very near the required standard. One man failed to get a certificate for want of a single mark in Arithmetic, though he obtained high marks in all other subjects, and 63 per cent. of the total maximum marks. Several others failed by only a few marks in one subject.

Another change in the organisation of Normal School.

144. Another still more important change was made in the organization of the Normal School near the close of the year under review; but as it cannot come into full effect for some time, it is unnecessary to give a detail of it in this report.

Teaching of method.

145. The teaching of method has been carefully carried on through-out the year, and the results were carefully tested by Mr. Rodgers, the Principal of the C. V. E. Society's Normal School at Amritsar. The students did not on this occasion acquit themselves as well as in the previous year, but this was due to two causes quite distinct from the efforts of the masters, which have not been in any way relaxed. One cause was the unhealthiness of Lahore during the latter end of the summer, which necessitated the closing of the Normal School and the entire cessation of work for more than two months. The other reason was that the batch of students examined was quite a different one from that which appeared in the previous year, and the men were very inferior in natural ability.

AIDED NORMAL SCHOOLS.

Statistics.

146. The Aided Normal Schools are the same as were reported on last year. At the close of the year there were 24 men and 158 women under training. The cost of these schools remains nearly the same as before, viz., Rs. 22,618. The number of women learning Persian has increased from 20 to 34, which shows that progress has been made in the Muhammadan classes.

Lahore Female Normal School.

147. The Lahore Female Normal School contains 33 Hindú and 35 Muhammadan women, who are trained at a cost of Rs. 6,176 a year, of which Government contributes Rs. 5,288 The total average annual cost of each woman's training is Rs. 94, of which Government pays Rs. 80. With this large expenditure which has now continued over many years, it is natural to enquire what practical results have been attained; and if the institution is really fulfilling the purpose for which it was established. Mrs. Mackintosh reports favorably of the teaching in both the Muhammadan and Hindú classes, but adds— "The Normal School is doing little or nothing in the way of sending out teachers. Although it is one of the oldest Normal Schools in this part of the Panjáb, only one woman from the Mussalmání Department has been sent out as a teacher (to Jálandhar), and one Hindú woman is an assistant in the Hindí Department. There seems to be no limit to the number of years a woman remains in school; some, I hear, have been from the time the school was first established." From this it would appear that, though the school gives a fair education to a considerable number of women, it does not fulfil the part of a Normal School, though it is only as a Normal School that it receives so large a proportion of its cost from Government. The women receive stipends to induce them to study, the understanding being that, when sufficiently prepared, they shall go out as teachers; but they appear to regard their stipends as a permanent salary, and even when offers of employment are made to them, they refuse to take them unless on salaries disproportioned to the value of their services.

Amritsar Female Normal School.

148 The Amritsar Female Normal School has been much more successful in fulfilling the objects of its foundation, but even here there is much to be desired. The cost of education in this school is very much greater than in Lahore, the total average cost of each student being Rs. 167, and the cost to Government Rs 137. Mrs. Mackintosh's report having been sent on to you in original, and no copy having been kept in my office, I am unable to give much detailed information regarding this school, but I find from some notes I made at the time that the Muhammadan class was well reported on, while the Hindí Department was found to be not altogether satisfactory owing partly to a recent change of teachers.

C. V. E. Society's Normal School, Amritsar.

149. The C V. E. Society's Normal School at Amritsar has continued to do excellent work throughout the year under the able management of Mr. Rodgers. The total annual cost of educating each pupil is very high in this school, amounting to Rs. 207, the cost to Government being Rs. 75. A considerable number of Mr. Rodgers' pupils has obtained employment in Government Vernacular Schools during the year, and they prove very useful and able teachers.

Siálkót Female Normal School.

150. The Siálkót Female Normal School contains only 11 students, of whom 7 are Muhammadans. The cost of education is very high, being no less than Rs. 246 per annum for each pupil. Of this amount, however, Government give only half, whereas in the Lahore and Amritsar Schools they contribute five-sixths of the cost. This school has done better work than most of the others of the same class. Several teachers have been sent out from this institution to take charge of schools, and Mrs. Mackintosh found four women in the school qualified to go out as teachers. Those women, however, who have been sent out to the charge of schools in villages, have seldom succeeded in obtaining the confidence of the villagers, and consequently their schools have fallen off. It would be well, therefore, if in future respectable women were sent in for training from the district, and subsequently employed in their own villages.

Indian Female Normal School, Jalandhar.

151. The return of the Jálandhar Female Normal School is probably made to include the children in the Model School, as well as the regular students, of whom Mrs. Mackintosh found only 15, 12 Muhammadans and 3 Hindús. On this account the annual cost of education appears very small, compared with that in other schools of the class, being only Rs. 66 in the total, and half that amount to Government. Mrs. Mackintosh found that very good work had been done, and expressed herself much pleased with the progress of the students, and with the state of the Model School, which is taught by the students. There were three Muhammadan women quite competent to take charge of schools, but for whom no vacancies could be found in the town, which they were reluctant to leave. One woman, who had been sent in from a village to be trained, was about to return to her school.

Suggests that the former practice of giving sanads be revived.

152. I annex, as usual, a list of native gentlemen and others who have been conspicuous in their exertions and support, and further the interests of education. It was formerly the practice of Government to confer on those individuals who were so mentioned some token that their labors were recognized and approved, and the hope of obtaining such a recognition stimulated them and others to give assistance to Educational officers in a variety of ways. For the last two years no notice has been taken by Government of the men thus brought forward, and great disappointment has been felt throughout the country in consequence. I venture therefore to suggest that either Government resume the former practice, or that authority be conferred on you, as Director of Public Instruction, to recognize in the name of Government the good services of those whose names may be brought to your notice by the Inspectors.

Forwards statement of services of staff.

153. I also annex statement of the services of the Educational Staff in this Circle, as called for in your Circular No. 9 dated 21st February 1873.

154. I must, in conclusion, record the obligations I am under to all the District officers in this Circle for the cordial assistance they have invariably given me.

RAWALPINDI CIRCLE.

MR. C. PEARSON, INSPECTOR.

1 Dr Leitner was in charge of this office until the end of October, when we each reverted to our own appointments. The progress which has been noted in every report, and which should be expected, has again been fairly maintained; but although the last year has been prolific of schemes, no material change has yet taken place in the character of the operations which I have to describe. The experiment of establishing denominational schools for Hindús and Musalmáns on the grant-in-aid principle seemed at first to promise a means of securing the active co-operation of the natives, but it soon became evident that everything must still depend upon the direction and support of Government officers, who are of course precluded by their position from any such undertaking. Attempts to improve the indigenous schools have continually been made in former years; and as the subject has again been mooted, it may be useful to recapitulate what has been done within my experience in this Circle, which at different times has included all the Districts west of the Ráví. But first I will quote from the public documents by which we have been guided.

The year.

The following is an extract from the letter of the Secretary of State, No. 4 of 7th April 1859, reviewing the despatch of 1854:—

"Para 50. On the whole Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of vernacular education to the masses of the population, and it appears to them, as far as they have been able to form an opinion, that the means of elementary education should be provided by the direct instrumentality of the officers of Government according to some one of the plans in operation in Bengal and the North-West Provinces, or by such modification of these schemes as may commend itself to the several Local Governments," &c., &c.

In the North-West Provinces they had "Mr. Thomason's scheme of Tahsílí schools and the halqábandí system," which formed the model of our Government Vernacular Schools in the Panjáb. In imitation of the plans tried in Bengal, we had Act XIV of Panjáb grant-in-aid rules of 1865.

"Act XIV In purely Vernacular Schools which are unable to comply with all the conditions imposed by the preceding Articles, but are found to impart adequate elementary instruction, special grants may be awarded from time to time on the recommendation of the Inspector of Schools; but the sum of such special grants to any one purely Vernacular School shall not exceed during the official year one-half the average cost of a Government Vernacular School of a similar size and standard."

Under this Article I used to expend an annual allowance of Rs. 1,400 until the grant was withdrawn by order of the Government of India (No. 593 of 29th October 1869) as inconsistent with their despatch of 1859. It was noted, however, that the schools hitherto aided under Act XIV "seemed properly objects for help from the cess" The cess was never drawn upon to carry out the objects of Act XIV, because at that time Government Schools were being reduced for want of funds, and also because the money spent under Act XIV had been wasted. This Circle did not then include any Frontier Districts, but the condition of Government Schools between Ráwalpindi and the Indus was most unsatisfactory; and in 1866 I spent three weeks in that part of the District in an attempt to understand and improve the indigenous schools. Until 1869 the indigenous schools everywhere were invited to come to my camp, and were encouraged by presents of money or books whenever they could collect a few boys able to read and write. The following extracts from my yearly reports will show my opinion of them.

"1866-67. Personally I am inclined to think that there are better reasons for leaving the private schools alone than for interfering with them in any way, but the principle of aiding them has been accepted, and it only remains to find the best way of doing it, and under any circumstances our experiments cannot fail to elicit valuable information."

"1867-68. A limited number of Persian Schools and one Hindí School have been recommended for a grant under Act XIV, but the best indigenous schools seem to keep aloof. The rewards given in the previous year appear to have had no particular effect, and in fact during my last tour I saw fewer schools deserving aid than before."

"1868-69. Some indigenous schools have been aided under Act XIV, but the system is not very successful. Perhaps parents withhold the usual fees when they know that the teacher enjoys a stipend from Government. Any how no great eagerness is displayed to obtain one of these grants; and although fair warning has been given, I have rarely found that any trouble has been taken to improve a school in anticipation of the Inspector's visit."

"1869-70. One indigenous Village School in Jhelam and two in Ráwalpindi District received grants, but they have done little or nothing for the money spent upon them."

The conclusion forced upon me was that nothing will avail short of direct management and constant inspection, together with a fair day's wages for a fair day's work. Thus we get the Government Village School in its primitive form, which is much less rigid than is sometimes supposed.

In fact dislike of the Government system is generally a mere pretence; good school-houses and regular pay for the teachers are nowhere considered objectionable. There is indeed a prejudice, which I believe is quite as strong against any kind of aid as against the direct control of Government, but the chief reason why our schools are unsuccessful in some parts of the country needs not to be guessed at. You may hear it wherever the question is asked. The people have no desire for education, and think their children can be better employed otherwise. We cannot expect the agricultural population of India to understand the advantages of education from our point of view. They are sensible that it is a good thing for Amr to get a place, for Bakr to outwit the Patwárí, and for Zaid to be able to write a petition, but the interests of individuals are not yet sufficiently evident to make education a general want. Our object is to raise the moral and intellectual level of the masses in this country by the same process by which we believe it has been, and is being, raised in Europe; of this the people concerned here have no experience, and can at the best form only a faint conception.

We shall never then make much progress by removing supposed hindrances to the desire for education. The desire of the people falls far short of the desire of the Government, and has but little in common with it. We use the machinery which we find at hand, but the education of the masses must be brought about by direct means. This is especially true of the Frontier, where the indigenous Persian School is scarcely to be found, except in the large towns. It is not easy to fill up vacancies in the Pathán Schools without occasionally bringing in strangers. Young boys learn to read by rote a few chapters of the Qurán, but the Mullás are not Persian scholars, or if any are, they have generally already been engaged as teachers in Government Schools. In fact we have absorbed the old Persian Schools, and now little is left to experiment upon. I shall be able to show this when I come to treat of the statistics of indigenous schools.

SECTION I.

CONTROLLING AGENCIES.

Superintendence.

2. Since 1869 this Circle has included Derah Ismail Khán and all the Districts to the north which lie along the Frontier as far as the Chináb. In future my charge will consist of the Divisions of Ráwalpindi and Pesháwar, by which arrangement I get Sháhpúr in exchange for Bannú and Derah Ismail

Khán. Formerly I had the Ráwalpindi Division, together with Siálkót, Gujránwála and Jhang. The new distribution is the best in every way, and has become almost necessary since an educational tax has been levied in Hazárá. No change has taken place among the Chief School Muharrirs for nearly three years. Ahmad Hasan, of Gujrát, and A'lim-úd-dín, of Jhelam, have served in their present posts continuously for many years. Bhagwán Dás, of Ráwalpindi, was appointed in 1869. The School Muharrirs of Pesháwar, Bannú and Derah Ismail Khán have all joined since the Districts were attached to this Circle. Excepting a lamentable falling-off on the part of some of the School Muharrirs in the frequency of their inspections, all have given satisfaction during the past year, and I trust that most of them will now be rewarded with the promotion which they have fairly earned. The few schools in Hazárá and Kohát have not hitherto been under a School Muharrir, and have suffered in consequence. In future Hazárá will have a School Muharrir, and Kohát will be visited from Pesháwar. As has been noticed in previous reports, there is a marked difference in the standard of the Vernacular Schools of the Frontier and of Ráwalpindi, Jhelam and Gujrát. The three latter Districts, although backward in some respects, have a larger average number on the rolls of each school than any other Districts in the Panjáb, and at the last Middle School Examination they passed more candidates than any other three Districts, and more than a third of the whole on the vernacular list. The Frontier Districts are beginning to show signs of improvement, but very few of the schools there would pass muster on this side of the Indus.

Work during the year.

3. During the hot weather Dr. Leitner was much engaged in preparing for expenditure of additional funds accruing from the local rates; but in consequence of a delay caused by the objections of the Accountant General, nothing has yet been settled. I commenced my tour early in November, and completed it at the end of April. The first three months were spent in visiting the schools of Ráwalpindi, Gujrát and Jhelam. On the Frontier it has always been my practice to go to the schools instead of collecting them at central places, and this year I have tried the experiment where they are more numerous, and not so far apart. By the new method more days are required to inspect a District, and the examination is often rather cursory; but the advantage of meeting the people of the place and seeing the boys in their school-room is obvious, and in this Circle there is no difficulty in completing the work of inspection, provided that the marching season is kept clear from interruption. The Frontier Schools occupied me during March and April. Excepting Abbottábád, which was inspected by Dr. Leitner in September, and a few unimportant schools difficult of access, I have been able to examine all that are on my list.

Local Committees of Public Instruction.

4. The members of School Committees deserve credit for giving such assistance as they are able, but they are mostly men without any practical acquaintance with the business of a school, and cannot contribute much except their good will.

More activity has been displayed by these persons during the past year than was the case formerly. This is due to Dr. Leitner's constant endeavour to make the schools a common care instead of a thing apart, in which only a few children and officials are concerned, and he has done a lasting service to education in some of these Districts by enlisting the co-operation of native gentlemen who have been in the habit of keeping aloof. I am afraid that even now some of them are inclined to run with the hare while hunting with the hounds. It is quite possible for an influential country gentleman to desire education for his sons and relations, and secretly to discourage it among his dependants for fear they should learn their rights and become insubordinate and litigious. Such a policy, however illiberal and short-sighted, is sound enough so far as it goes, and the fact that it begins to be talked of is a hopeful sign that popular education is beginning to make itself felt. An educated people will be likely enough to contest the legality of forced labor, and may learn to organize strikes, but it behoves the leaders of society to think of the interests of the many rather than of their own comfort, or the aggrandizement of their order by the depression of their fellow-countrymen.

Work of Tahsíldárs.

5. The Tahsíldárs, as well as the Local Committees, have done more of late for their schools, although no individuals have equalled the services of Pandit Súraj Kaul and Munshí Mehdi Khán two or three years ago when in charge of the Parganahs of Gújr Khán, in Ráwalpindi, and Phalián, in

Gujrát. The Tahsíldárs are sometimes so occupied with the work of their office that they have no opportunity of visiting the villages. In such cases there is generally an Assistant who travels, but for various reasons the active co-operation of the Tahsíldárs cannot be depended upon. I have endeavoured to make the Lambardárs understand that it is their business to support the school in their village as much as it is to perform any other services which the Government requires of them, and if an arrangement is made for giving District officers more leisure for executive work, I do not doubt that a mild, moral compulsion might gradually be introduced wherever it is required.

SECTION II

GOVERNMENT SCHOOLS

GOVERNMENT ZIL' SCHOOLS.

Zil' Schools.

6 The Zil' Schools included in this Report are at Gujrát, Jhelam, Kohát and Abbottábád. Gujrát has recently been restored to its former grade as an Upper School, and the staff at Jhelam has been strengthened. It is of course too early to judge of the results of the additional outlay incurred. At Gujrát we have a Head Master on a much higher salary than before, and two more English Teachers At Jhelam an English Teacher on Rs. 50 per month has been added. The cost of these changes is only in part apparent in the following comparative statement for the two past years :—

Schools	1871-72.						1872-73.								
	Middle Schools.	Lower Schools and Branches.	Total Middle and Lower Schools.	Actual exden-diture for the year.			Upper Schools.	Middle Schools.	Lower Schools and Branches.	Actual expen-diture for the year.					
Gujrát ...	102	377	479	5,078	5	0	16	197	385	592	0	0	6,727	5	6
Jhelam ...	60	131	191	2,083	12	8	...	63	131	194	0	0	2,932	0	1
Kohát ...	30	82	112	1,898	11	0	...	35	93	128	0	0	2,132	0	8
Abbottábád ...	13	57	70	1,006	0	0	...	24	52	76	0	0	1,008	13	2
TOTAL ...	205	647	852	10,786	12	8	16	313	661	990	0	0	12,800	3	5

It will be observed that there is an increase of numbers generally, but especially in the Middle School at Gujrát.

General Examinations.

7. The numbers affected by the Middle School Examination are still small, and hardly differ from those of the previous year. All the candidates passed, viz., 7 from Gujrát, 4 from Jhelam, and 1 from Kohát, but 2 from Gujrát and 1 from Kohát were examined in English only, having failed in that subject the year before. The Kohát student, Amír Chand, gained the highest number in English of all who underwent this examination. The Lower School Examination was very successful at Gujrát and Kohát, although it was necessary to allow many to pass who could work merely the simplest examples of the rules of Arithmetic. The class for examination at Jhelam had been neglected, and was not prepared in January. I have not yet visited Abbottábád, but I judge from reports that 16 boys may be considered to have satisfied the test for promotion to the Middle School. I add a comparative statement for the two past years :—

Table showing the results of the Lower School Examination in Zil' Schools.

Schools.	1871-72.		1872-73.	
	Examined.	Passed.	Examined.	Passed.
Gujrát	40	40	100	92
Jhelam	21	21	29	8
Kohát	14	14	20	18
Abbottábád...	4	4	16	16
Total ...	79	79	165	134

Fees collected in Zil' Schools.

8. The increase in fees is not in proportion to the increase in numbers; but though the amount is still inconsiderable as a source of income, it is sufficient to indicate the esteem in which the Zil' Schools are held.

The following is a comparative statement for the two years :—

Zil' Schools.		1871-72.			1872-73.		
		Rs.	A.	P.	Rs.	A.	P.
Gujrát ...	Upper	...	...	...	30	0	0
	Middle	225	10	0	275	11	6
	Lower	417	4	9	455	10	6
Jhelam ...	Middle	253	5	0	234	15	0
	Lower	188	8	0	201	0	0
Kohát ...	Middle	35	12	0	113	2	0
	Lower	127	11	0			
Abbottábád...	Middle	20	7	0	17	10	0
	Lower	24	14	0	43	10	0
Total		1,293	7	9	1,291	4	0

Gujrát Zil' Schools.

9. The statistics of the Zil' Schools have been already given. My last visit to Gujrát was in January, shortly after Mr. Buchanan relieved Mr. Wallis. It is due to Mr. Wallis to put on record that since he took charge of the school two years ago the numbers have been doubled, and that the quality of the work done in the Lower School has decidedly improved. I found the Middle

School taught as efficiently as in former times, but the staff had been inadequate of late owing to the increase in numbers. This has now been remedied. The Upper School had been formed shortly before my visit, and consisted of boys of various attainments. They had not joined in time to take part in the Departmental Examination of the 7th and 8th classes. I have not yet received the Head Master's report.

Mr. Buchanan was deservedly respected when he was Head Master of the School some years ago, and will work more smoothly with officials and residents than Mr. Wallis was able to do.

The School Committee is a well-intentioned body, but they have little power, and few of them have the experience which would enable them to take an active part in the management of the school.

Jhelam Zil' School.

10. Jhelam Zil' School for some years previous to 1870 was managed by the Chaplain of the station. The School then became a Zil' School, and Mr. Jennings was appointed Head Master as a temporary arrangement. He increased the numbers and improved the discipline, but latterly the need of a Head Master of higher qualifications has been much felt. The upper classes in some of their subjects, and a portion of the Lower School, were found to be inefficiently taught, and it appeared that some of the teachers had been negligent or insubordinate. Since then the staff has been strengthened by the addition of an experienced Head Master, and another English teacher of good attainments. Two Vernacular teachers have been removed. The school-house has latterly been much too small, and, owing to delays of various kinds, a sanctioned plan for building a branch school-house has not yet been carried out. I believe that the work will now be speedily completed. Of four students who passed the Middle Examination three are continuing their studies in the Upper School at Gujrát. The city of Jhelam is small, but the Cantonement has much increased its importance, and the school, with its present staff, should improve rapidly.

Kohát Zil' School.

11. The Kohát Zil' School has been excellently managed by the Head Master, Pír Bakhsh, for the last three years; and although the boys leave young, the work is better done than in some places where opportunities are greater. In February the school was visited by His Honor the Lieutenant Governor, who made the following note in the Minute Book:—"This is the best school on the Frontier. With the exception of Geography and Arithmetic all subjects are well attended to. The management is very creditable to the Head Master, Pír Bakhsh, and the Local Authorities." Captain Plowden, who was for some time Deputy Commissioner, as President of the School Committee, did all in his power to raise the school to its present satisfactory position, and collected a considerable sum from officers in the Cantonment whom he persuaded to take an interest in the school. This fund is spent chiefly in providing small stipends for poor scholars who are deserving of assistance.

I have already mentioned that Amír Chand of this school gained the highest place in English of all the students in the province at the Middle School Examination. The Lower School Examination was very successful, excepting Arithmetic, in which they barely reached the standard. A satisfactory circumstance is the presence of sons and relations of Pathán gentlemen of the neighbourhood,—a class which until lately has been almost entirely unrepresented in our schools.

Abbottábád Zil' School.

12. Abbottábád Zil' School was inspected by Doctor Leitner in September, and by Mr. Cordery in April. I have not yet found time to go there since my return to the Circle. There is evidently a considerable improvement in all respects since my last visit, a year-and-a-half ago.

Doctor Leitner commended the good discipline, progress in studies, and cleanly appearance of the boys owing to the influence of Bábú Mayá Lál, the Head Master, who enjoys a good reputation among natives as well as Europeans. He spoke highly also of the work of Imám-úd-dín, the first Vernacular teacher, who has since left on promotion to another department of the public service. On the occasion of Doctor Leitner's visit, Mr. McNabb, the Commissioner, distributed the prizes, when an interesting gathering took place.

Mr. Cordery noted as satisfactory the number of boys in the third class and their general equality to each other.

Translation was conducted too much word for word. Only 6 out of 76 on the roll were natives of the District of Hazárá, the remainder being children of men in Government employ, Police, Settlement, Gurkhá Regiment, &c., or of traders in the Bazár. The fact is, that Abbottábád is simply a Civil and Military station without an independent town population. The surrounding villages are too far for boys to attend daily from their homes, and there are no facilities for their residing in Abbottábád, as they do sometimes elsewhere for education.

GOVERNMENT VERNACULAR SCHOOLS FOR BOYS.

Government Vernacular Schools.

13. Six Vernacular Schools have the rank of Middle Schools, and, since the close of the year, one more has been added to the list. Dr. Leitner would have raised 17 to the status of Middle Schools, counting upon additional funds from the local rates. The local rates, however, have proved to be no gain to the Districts in which these schools are, and the title of Middle School could not be assumed without setting aside the prescribed conditions of competence and salary of teachers. The Middle School Examination was comparatively very successful in this Circle; 48 passed, of whom the majority belonged to Middle Schools, but a good many of the candidates were sent up from Primary Schools.

The following Tabular Statement will show the results:—

DISTRICTS.	Number of Candidates.	Number passed.
Ráwalpindi	21	14
Jhelam	22	16
Gujrát	31	16
Pesháwar	6	2
	80	48

The issue of the Circular at the moment when Dr. Leitner and myself were exchanging offices, accounts for the large number of candidates, who were by no means all prepared in the subjects of the Middle Examination. There was also a misunderstanding, owing to which the list from Gujrát District was not sent to the Director's office, and consequently no examination could be held at the time. I obtained permission to hold a special examination of the same kind in January. 16 came up to the standard; but had I been guided by proof of competent knowledge of all subjects, instead of taking the minimum number of 30 per cent. of full marks, I could have passed 10 only at the most. There is reason to fear that in our solicitude for the success of this examination we have imitated Don Quixote testing his armour.

To avoid this error in the case of the Primary and Lower School Examinations I have sent in blank returns, although a few boys here and there, who did not properly belong to the second and fourth years, passed by either standard. The standards, which correspond to those of the third and sixth year in English National Schools, are undoubtedly too high unless they receive a very indulgent interpretation; and, besides, the Circular had generally been lost sight of, and neither teachers nor boys were aware that they had to pass an examination of this kind. At the end of another year it will be easier to decide how much may fairly be expected.

The numbers on the rolls of all schools of this class have increased from 10,429 to 11,630, and the number of schools from 178 to 195. Some of the new schools have been

opened in anticipation of support from the local rates, which, as it now appears, must not be expected. Leaving out of consideration for the moment the case of Districts where the people will not use the means of education offered to them, it may be worth while to examine the limits which are set to such an increase of schools as might be fairly sufficient for the instruction of the masses. The cheapest efficient primary instruction that we know of costs at least Rs. 2 a head per annum, exclusive of superintendence. There are probably in this Circle about 300,000 boys of a school-going age. The number of boys in Government Vernacular Schools is, as we have seen, 11,630, and the assignment for their education Rs. 33,840. In other words, neither schools nor funds are sufficient for a twentieth part of the work to be done.

Taxation in any form sufficient for the educational wants of the people, as we understand them, is of course out of the question, but one can conceive, though the time has hardly arrived, the possibility of every considerable village and every mohalla in a town maintaining its own school and teacher. Such a system would not be more expensive to the people than that which exists of mosques and temples, but its accomplishment would imply a great social change. For the present it seems that we can do no more than set up a number of good schools without pretending to make education universal.

Cost of inspection.

14. This report has generally contained some notice of the heavy cost of inspection to Frontier schools. In Derah Ismail Khán I marched 250 miles to see 15 schools. In Kohát I marched 150 miles to see three schools. As the Circle is now constituted, I should be sorry to lose any of my Frontier Districts which are interesting in many ways, and, after all are only a portion of a charge which is otherwise sufficient.

But I shall have occasion to notice below that in Derah Ismail Khán and Bannú the care of the Civil Officers is in all respects as efficient as that of a special Inspector, and in Peshâwar, which has perhaps had a larger share than any other District in this Circle of the attention of Educational Officers, the Deputy Commissioner and his staff, by a policy of inaction, have shown how impossible it is to supply the want of their co-operation. It appears to me that the best way of managing schools in such places is for an Assistant Commissioner to be placed in charge under the Deputy Commissioner. He should make an educational tour of a month or six weeks, during which he can be employed also in District work. At other times he is on the spot to advise the School Muharrir, and to superintend the school, with which he is already intimately acquainted. Under this system no Inspector is required, and if anywhere the staff of Civil Officers is overworked, there is only the cost of an additional Assistant, who is also available for District duty.

Comparative table of Statistics of Government Vernacular Schools.

Districts.	1871-72.												1872-73.											
	Middle Schools.	Primary Schools.	Numbers on the rolls at the close of the year.	Number who passed the Middle School Examination.	Total cost from all sources.			Amount collected in fees.			Middle Schools.	Primary Schools.	Numbers on the rolls at the close of the year.	Number who passed the Middle School Examination.	Total cost from all sources.			Amount collected in fees.		
Rawálpindi ...	2	39	2,843	11	6,432	7	1	94	5	...	2	52	3,753	14	7,760	12	10	89	7	...
Jhelam	2	31	2,723	...	7,409	12	11	237	2	...	2	36	2,620	10	6,989	4	1	331	4	...
Gujrát	2	37	2,742	...	6,337	12	2	283	3	...	2	37	2,862	10	7 697	1	4	323	1	...
Peshâwar	...	24	583	...	4,240	10	6	...	...	...	...	24	657	2	4,525	13	1	...	...	...
Kohát	...	4	92	...	587	12	..	...	...	...	...	2	89	...	445	...	..	...	...	...
Hazárá	...	2	67	...	474	8	...	...	...	...	...	2	102	...	444	6	6	...	...	...
Derah Ismail Khán ...	...	14	847	...	3,655	...	...	...	...	...	...	17	932	...	4,622	...	...	...	...	...
Bannú	...	16	589	...	3,484	...	4	...	...	...	...	19	615	...	3,259	7	...	...	...	...
Total ...	6	173	10,486	11	32,621	15	..	614	10	...	6	189	11,630	48	35,743	12	10	743	12	...

The table shows a satisfactory improvement, especially in Ráwalpindi, where an increased expenditure was anticipated from District funds. It now appears that a much smaller balance will be available than was expected, but I trust some arrangement may be made for maintaining the 10 new schools which have been started.

The returns from Jhelam show an apparent falling-off of 103 boys, for which I was quite unprepared, but the Deputy Commissioner's report gives an increase of 53. I have no doubt that there was an error in last year's Report. The creditable results of the Middle School Examinations, the failure of the Middle and Lower School Examinations, and the contrast between the schools of the Ráwalpindi Division and those of the Frontier, have been already noticed.

The statement of fees requires some explanation. It has always been the custom to take no fees at all in Frontier Districts, and to be very indulgent in demanding them in Ráwalpindi. The time seems to have come for depriving Ráwalpindi of any special favor in the matter, but I quite concur with Dr. Leitner's remarks upon this subject in the last Report.

In Zil' Schools and their Branches a good income from fees is often a healthy sign, and in the best of our country schools *bonâ fide* fees may, I dare say, be collected. But in the majority of Village Schools the fees are simply a deduction from the teacher's pay, who tries to indemnify himself by what is regarded as a blackmail upon his pupils. Ignorant persons have sometimes complained to me of the teacher taking fees, with the idea that he would be dismissed for extortion.

Rawalpindi District.

16. There has been a considerable increase in numbers on the rolls of Ráwalpindi District Schools, owing chiefly to the establishment of 10 new schools and 4 Hindí classes attached to existing schools. But in the eastern half of the District many schools have made excellent progress. In the Gujr Khán parganah alone seven Primary Schools have each more than 100 names on the register; and although the want of teachers is beginning to be felt, the results of examination are in many respects very satisfactory. It is so important to make the funds go as far as possible, that one is glad to see an imperfectly-taught school where the boys help each other, and besides this we may reasonably expect to see the quality of the work improved year by year, while there is no hope of funds sufficient to pay a full staff of teachers.

The Middle Schools are at Kalar and Pindigheb. The former has generally been very good, and continues to be so; but I am not satisfied with the progress made recently in either school. School Masters who have worked diligently, and surrounded themselves with a number of well-taught scholars, find that they get credit from visitors without continuing their exertions, and are apt to take no further trouble. Several of the Primary Schools are now nearly as good as Kalar and Pindigheb, and will soon surpass them unless there is a change.

I am glad to commend the work of the Chief School Muharrir Munshi Bhagwán Dás. His inspections are thorough and trustworthy, and he has regularly visited the more important parts of his District. The District is large, and he can hardly make the tour of his schools in three months, allowing for work at the Sadr Station. I do not therefore blame him for omitting to visit Fatahjang, Pindigheb and Atak more than twice in the year, but the schools in those parganahs have suffered in consequence, and in future I trust that nothing will be allowed to interfere with his inspections.

Jhelam District.

17. The two Middle Schools in Jhelam District, Rohtás and Chakwál, have done very well, as also several Primary Schools, of which Kálá and Bishndor deserve special mention. Others were, on the whole, in a satisfactory condition, or were suffering from the effect of sickness or some unavoidable disturbance. No less than 13 were either insufficient, or had had only just begun to recover from a state of neglect. Among these were the Gakkhar Schools in the hilly country bordering on Jammú, and some others chiefly in the wilder parts of the District. Maulví A'lím-úd-dín deserves credit for the good service which he has done in former years, and for the improvement in the best schools, but I am compelled to attribute the large number of unsatisfactory schools to his neglect of regular inspection in the past year. It is true that he was occupied with more agreeable work at head-quarters, but his first duty is to look after his schools in the District.

Gujrát District Schools.

18. At the close of the year there were two Middle Schools in Gujrát District, Dinga and Kunjáh. Jalálpúr has since been added to the list. Doctor Leitner, looking at results, reported eight schools as Middle Schools, viz., Kunjáh, Dinga, Jalálpúr, Daulatnagar, Maghúwál, Qádirábád, Mángat and Khuhar, but they have not the staff of teachers, nor do they otherwise come up to the high standard of the Circular order defining Middle Schools. All of them, however, sent up some candidates for the Middle School Examination, and as an exhibition of industry and zeal, their work was very satisfactory; but the teachers are too few in number and too little in advance of their pupils to produce such results as might be expected from Middle Schools. I was rather disappointed with some of the purely rural schools, but the difficulty of supplying teachers to all is very great. The change in studies and classification prevents me from comparing the examination results of last year with the present, but I think there is no reason to doubt that every year the number of students able to pass some kind of examination increases considerably. At the commencement of the year a sum of about Rs 3,000 was raised by the efforts of the Deputy Commissioner and Doctor Leitner to pay temporarily for the addition of the upper department to the Zil' School, and to improve the salaries of teachers of Vernacular Schools. From this fund a very necessary increase has been given to the salaries of teachers, and it was hoped that in future the local rates might be drawn upon for the same purpose. I still hope that some arrangement of this kind may be made, but the sanctioned budget allowance now published is disappointing, and unless a fresh assignment is made, we shall be rather worse off in this Circle than before.

The Chief School Muharrir, Maulví Ahmad Hassan, who has since the close of the year been promoted to the rank of District Inspector, has, as usual, been assiduous in his inspections. He is a good Arabic and Persian scholar, is much respected, and exercises an excellent influence. His usefulness is to some extent impaired by a lethargic habit of mind and body, but he takes pains to do his duty, and well deserves his promotion.

Pesháwar District Schools.

19. There was no change in the number of schools in Pesháwar Districts, but two were removed to other villages. As compared with previous years, satisfactory progress was made; but the amount of instruction is insignificant in respect of the numbers to be educated. The chief difficulty is of course the little value which the Patháns and Hindús of the Frontier attach to education, to which may perhaps be added a prejudice against any but their own religious schools. So far as I have ascertained there is only one Persian indigenous school of any importance in the District, and that is in the city of Pesháwar. The only possible way of raising the Pesháwar schools to the level of Cis-Indus Districts is through the earnest and continued attention of the Civil Officers. Hitherto this has never been given, although there has been every desire to assist the Inspector. They have other calls upon their time and energies, and perhaps do not think the question of popular education one of much present importance. Yet to continue spending a considerable sum of public money without any adequate result is hardly a satisfactory solution of it. The Chief School Muharrir, Mirzá Muhammad Ismáíl, is highly respectable and intelligent. It would be difficult to supply his place if he were removed, but I am much disappointed to find that in the early part of 1872 especially, his inspections were quite insufficient. His excuse is that the illness and death of the Assistant Muharrir kept him at head-quarters. But he might visit every school within a fortnight, and for five months together he did not inspect the schools round about Pesháwar, half a dozen of which are within an afternoon's ride from the city. It is useless to devise new schemes for popularising education while the apathy of the people is equalled by that of the officials whose business it is to stir them up.

Pashto in education.

20. The consideration of Pashto as a vernacular is chiefly confined to the District of Pesháwar, for in other parts of this Circle there is hardly a school in which the boys do not understand some dialect of Hindí, even when Pashto is the language which they speak at home. In a Pesháwar village generally one or more of the Lambardárs, and some men who have served in the army, talk Hindí, but the boys in the schools find Urdú a foreign language. I often ask the people whether they think education should be in Persian, Urdú, or Pashto. They invariably say that it is of no use to learn to read Pashto, because they know it already, meaning perhaps that it is not a literary language, but they hesitate between Persian and Urdú. Urdú they think is the practical end of education, but it must be learnt through Persian. This of course is a tolerably sound opinion in Hindustán. A man who speaks Urdú may get his literary

polish from Persian alone, but a man who knows only Pushto cannot learn Urdú from Persian. On the whole I think no course is better than the one used in most of our Government Vernacular Schools—Urdú, with an infusion of Persian. In this way the spread of the Hindustání language among the Patháns of the Frontier will be hastened, and with it will come the knowledge of a higher civilization.

Kohát District Schools.

21. Schools in Kohát were reduced to two only. One at Teri, the seat of Náwab Khowjá Muhammad Khán, K. C. S. I., had much improved, though only attended by Hindús belonging to the families of Díwáns in the service of the Nawáb. The other at Hangú had suffered from neglect. Kohát schools have never enjoyed the services of a School Muharrir, but it is proposed now that the School Muharrir from Peshawar shall pay them a visit once a quarter. Good school-houses have been built at Hangú and Teri, and it is hoped that by degrees other school-houses may be built and schools established in them under better auspices than before.

Hazárá District Schools.

22. The two only Vernacular Schools in Hazárá are at Mansehrah and Harípúr. The former was visited by Dr. Leitner in September, who found it as inefficient as ever; the latter by myself in April. The Harípúr School had been removed into a good house formerly used as the Tahsíldár's office, and had made satisfactory progress. The ill success of these schools hitherto may be attributed to the want of a School Muharrir and the failure of the District Officers to supply the necessary supervision. There is now an assignment of Rs. 3,368 from District funds; a School Muharrir will be appointed, and if one may trust the promises which have been made by the people, there is a fair prospect of starting with some good elementary schools.

Derah Ismail Khán District Schools.

23. There are no Middle Class Schools in Derah Ismail Khán District at present, though two or three may rise to that grade before long. In the last Report the only school well spoken of was Kroi, which has since fallen off. Leiah, Bhakkar, Vehowá, Panniálah, all promise well now, and some others are improving, though the change is too recent to count for much. Much difficulty was experienced at times in filling up vacant teacherships, and the average attendance was very low indeed in November and December owing to severe sickness.

The Deputy Commissioner has placed the schools specially under the charge of Mr. Jenkyns, Assistant Commissioner, who does all that is needful in the way of inspection. I have never been able to visit the schools at Mankerah and Nawakot on account of the waste of time which the tour would involve. A Settlement Officer or Assistant Commissioner who finds work on the road is not at the same disadvantage. The Chief Muharrir, Ghulám Muhammad Khán, inspected his schools regularly. His reports were trustworthy and judicious. I should have complained of a want of energy; but he appeared to be suffering from the effects of a severe illness, and no doubt, when his health is restored, will be more vigorous. His relations with officials, native gentlemen, teachers and others are excellent. Since writing the above I have received the reports of the District Officers, which contain much that is valuable, but are too long to give in full. The following extracts will be found interesting :—

Remarks by Colonel A. Munro, Commissioner Deraját Division.

The most important school in the District is undoubtedly the Mission School at Derah Ismail Khán, which receives a considerable sum annually as a grant-in-aid from the State. It is satisfactory to find that this school is flourishing under the superintendence of the Reverend Mr. Thwaites. English is largely taught in the Mission School, and forms the chief attraction. A few young men from this school have acquired a sufficient knowledge of English to fit them for situations in the Government offices, which they fill with credit to themselves.

The pay of the District School teachers has lately been increased with advantage in every respect, but more and better trained teachers are undoubtedly wanted. Until measures are devised for a periodical small supply of such men—men of respectable Frontier antecedents and connections as recommended by Mr. Jenkyns, would prove the most successful—I fear, judging from the experience of the past, that progress must continue slow.

The proposal to send a selected number of the more promising boys as stipendiary students to the Derah Ismail Khán Mission School seems to be worthy of consideration. Care and discrimination in selection would of course be very necessary. I have never heard any objections made to the sending of boys to the Mission School merely on the ground that instruction in the principles of the Christian religion forms part of the scheme of teaching there. The eldest sons of the Nawáb of Tánk and of the Chief of the Gandápars have acquired the knowledge of English which they possess from Missionary Clergymen at Derah Ismail Khán, and another Nawáb, of known strictness as a Muhammadan, has not demurred to sending his son to the Mission School at the recommendation of the Deputy Commissioner. It used to be so, and probably is so still at Pesháwar, a very hotbed of Muhammadan fanaticisim; and if I am not misinformed, the attempt to establish a merely secular school there in contradistinction, if not in opposition, to the Mission School was not successful. I concur with Captain Macaulay that constant European supervision is invaluable and thoroughly appreciated by natives, even if the European gentleman be a Missionary of the discreeter sort.

The Assistant Commissioner, in para. 5 of his memo, expresses himself as struck with the steady decline of education in the District for several years, estimating the amount of education by the number of boys attending the District schools year by year from 1864-65 downwards, and he notes a tendency in the other and more favorable direction during the year under report. If a mere increase in the number of scholars alleged to be attending the outer Village Schools be a favorable sign, he may have a sufficient ground for gratulation; but I doubt very much whether that of itself indicates any great change for the better. He quotes the opinions of two former Deputy Commissioners, and states that the reduction in numbers was the result of a deliberate policy on the part of successive Deputy Commissioners. It is within my knowledge that to neither of the Deputy Commissioners referred to can the policy accredited to them in this memo. be ascribed.

The periodical decrease in the number of pupils, and even schools, was more a result of the combined experience and deliberation of the Officers of the Civil and Educational Departments than of any policy (so called) of individual Officers.

Figures, as in the present instance, may sometimes mislead. If the officer relying upon them has had any personal knowledge of the circumstances which generally caused the abandonment of several schools and the discharge or the transfer of the teachers, he would not have been led to the inference which he draws in this memo. I quite agree that popular education "fails if it do not succeed in penetrating the whole length and breadth of the land;" but I cannot agree that the mere planting of a few often-hated, generally uninfluential, and sometimes thoroughly ignorant pseudo teachers in the midst of fanatical populations is likely either to benefit those populations, or to promote the objects of the great Educational Despatch of 1854 to which allusion is made. A system which permitted spurious registers of attendance to be kept, which enabled unscrupulous teachers to improvise scholars on the anticipated approach of a School Inspector or Civil Officer, and which allowed popularity-hunting Lambardárs to turn temporary friendship with the interested Village School Masters to account with local authorities, was neither desirable nor useful. It exposed the efforts of disinterested local and higher authorities to popular ridicule, and the maintenance of such schools, unworthy of the name, could be advocated by no Deputy Commissioner having the welfare of the people or the honesty of his own reports to the Government at heart. No display of figures got up in such a way could truthfully exhibit the progress of education, and it was the duty, if not the deliberate policy, of District Officers to characterize such Educational *shams* as utterly worthless, if not absolutely prejudicial. Concentration of effort in regard to schools that promised well was all the more called for in the circumstances if the *sham* were not to become all-pervading. It was not because the smaller Village Schools were expected to be anything more than elementary and imperfect for many years to come, or because there was any desire to have a few fine schools as such in preference to the theoretical net-work all over the District, that teachers were withdrawn and the number of schools reduced, but because the existence of some of the smaller schools was both defective and injurious; causing, moreover, a useless waste of public money.

We may fairly hope for a gradual increase of enlightenment amongst the masses under improved method and appliances which experience may point out. In this part of the conntry much religious bigotry and intolerance of race have to be met ; yet the reports now forwarded do indicate a certain amount of hopeful progress, and I have no doubt the efforts of the local Officers will be directed towards the encouragement of all educational progress in the future, under whatever system experience may show to be the best adapted to secure the important objects in view.

Remarks by Captain C. E. Macaulay, Officiating Deputy Commissioner Derah Ismail Khàn.

Mr. Jenkyns, Assistant Commissioner, has throughout the year held charge of the schools in this District, and the ability and zeal he brings to bear on the subject, as is apparent in the memorandum herewith appended, cannot, I feel sure, but result in the creation of a keener feeling in favor of education in these remote parts.

As remarked last year, the Hindú element forms a large proportion of our school population in this District, notwithstanding that a very large majority of the people are Muhammadans.

The Muhammadans have strong religious scruples to overcome before they will readily accept and appreciate the educational system offered them by Government. The Hindús, on the other hand, entertain no such objections, and readily send their children to Government Schools.

There is ample room for the extension of schools in this District, and the subject will now receive attention, and be fully discussed by the District Committee. The difficulty, however, is (what has always been) the paucity of efficient teachers of any local influence to place at the head of the proposed additional schools, and I think for the present, with reference to the new rules raising the entrance test to the Normal School, that an exception should be made with respect to a Frontier District without a Zil' School. as is the case in this, and that boys from the 4th class in our Primary Schools should be allowed admission into the Normal School.

In the meanwhile boys will be sent up on small stipends from the District Schools to the Mission School at Derah Ismail Khán as long as they express no objection to receiving instruction in Christian ethics, and in this way they will receive further preparation for entrance into the Normal School. The necessity of a Zil' School in the District depends almost entirely on the extent the Mission School at Derah Ismail Khán can be utilized as a Central School for the District.

I am not inclined to lay much stress on the religious objection raised to it, for I doubt whether it will not be found, when put to the test, to be to a great extent illusory.

Disheartening as is the present apathy of the mass of the people in this District to education, and the little interest the leaders of Native society on the border take in the subject, yet between the two parties into which every society is divided, viz., those who desire to push on and those who desire to hold back, it is satisfactory to observe that those who form the former party in this District are not backward to avail themselves of the advancement our educational scheme affords. For in the last two or three years we find the son of the Nawáb of Tánk learning English at the Mission School at Derah Ismail Khán, and the eldest son of the Chief of the Gandápars going up to Lahore with the express purpose of receiving the best education obtainable in the province at the Lahore University ; and within the last two or three months I have had the pleasure of placing the son and the nephew of Ghulám Hassán Khan Alízaí (a very strict and good Muhammadan) at the Mission School with a view to their receiving as good an education as possible, and being well taught in English.

The subject of blending, if possible, our secular education with the indigenous religious schools of the masses will be brought to the notice of the District Committee during the

year, and will be afforded that full consideration that the great importance of the subject demands.

Remarks by Mr. W. Jenkyns, Assistant Commissioner Derah Ismail Khán.

The seventeen Government Schools are all of the most elementary nature. According to the latest nomenclature of the Educational Department (which is unfortunately liable to frequent changes), all our schools are *Primary*. There is no Middle School in the whole District.

In a Primary School there are four classes, of which the 4th class is the highest or most advanced. Now out of our 954 scholars there are 816 in the 1st class and only 20 in the 4th class. The 2nd and 3rd classes contain 92 and 26 respectively, the meaning of which is that 816 boys do practically nothing beyond learning the Persian alphabet; and as this has been the state of affairs for many years, it shows that out of the children that are allowed by their parents to go to school when they are quite young, nearly the whole are withdrawn as soon as they become fit to be advanced into the 2nd class, so that no moral effect whatever is produced upon the minds of the pupils.

There are 26 teachers, including assistants, in the Government Schools. Upon the whole they are not good. During the year three men were procured from the Normal School from whom much is expected.

The pay of the teachers has been increased considerably; too men get Rs 20 per month, five get Rs. 15, and seven get Rs. 10.

The average pay of a teacher (not an Assistant) is Rs. 12-13 nearly, which is a great improvement upon former days. Mr. Cordery has stated that the average pay of a teacher issuing from the Ráwalpindi Normal School is Rs 8-6-3; we gave Rs. 15 to each of the men sent to us from Ráwalpindi last year.

We want many more well-trained teachers, particularly men who are natives of the Frontier. One of the men sent from the Normal School last year, though otherwise unobjectionable, was a man from Hindústán, who is not the sort of person suited for this part of the country. The man referred to very soon got into trouble at the place to which he was posted, and the only tangible reason was that he was a down-country man, whose "bolí" and other peculiarities the people do not like. The teaching staff is supplemented by four Assistant teachers, who are paid, on an average, nearly Rs. 7 per month; five Hindí teachers, who get, on an average, about Rs 4-7-0 per month, and a number of monitor boys in the 4th class, who get Rs. 1 or Rs. 2 per month; and who give assistance in teaching the 1st and 2nd classes, while they also carry on their own studies.

This system of monitors gives satisfaction; were it not for such inducements, it is to be feared that our 3rd and 4th classes would show to more disadvantage than they do even now.

In the Mission School the teaching staff consists of a Superintendent, a Head Master, and 12 Assistants.

It will be observed that, compared with the year 1871-72, there has been an increase in the number of schools and in the number of scholars this year. Looking back for several years, one is struck with the steady decline of education in this District year after year. I have put together the following table to show this :—

Year.	No. of schools.	No. of teachers.	No. of pupils.	Cost Rs.
1864-65	36	43	1,707	4,202
1865-66	36	42	1,543	4,453
1866-67	37	48	1,427	4,476
1867-68	30	42	1,212	4,434
1868-69	27	40	1,217	4,408
1869-70	17	22	903	3,743
1870-71	16	27	893	3,623
1871-72	14	22	847	3,655
1872-73	17	26	954	4,788

This regular diminution * in the number of schools was evidently the result of a deliberate policy on the part of successive Deputy Commissioners. I find one Deputy Commissioner recording in his report for 1868-69 "we want more concentration of effort and a better paid staff of teachers than the present system admits of before any remarkable or satisfactory results can be expected." Another Deputy Commissioner characterized the schools reduced in 1867-68 as "utterly worthless." No doubt concentration of effort is desirable, but popular education fails entirely if it do not succeed in penetrating the whole length and breadth of the land.

It was the desire to have a few fine schools rather than a net-work of imperfect and elementary schools that carried Lower Bengal into such an Educational mess as she is now in as regards Primary education.

The Panjáb system has hitherto aimed at uniting the higher education of Bengal with the popular education of the North-Western Provinces. The great Education Despatch of 1854 insisted mainly upon the education of the masses.

Our greatest obstacle in the way of improving and extending schools is the deficiency of teachers properly trained and devoted to their work. At present there are three men from this District under training at the Normal School in Ráwalpindi, but if the new rules promulgated by Mr. Cordery for regulating admission to the Normal School are to apply to this Frontier, our prospect is rather a gloomy one. These rules (which by the way are merely a reproduction of para. 68 of the Education Despatch of 1854) lay down that "only those boys who have passed the Middle School Examination in the vernacular or some equivalent or higher examination, and, moreover, who shall pass a subsequent examination in the subjects taught in classes V and VI," shall be admitted to the Normal School. Every body will agree to the advisability of raising the Entrance test to the Normal Schoo

* NOTE.—The great reduction of schools in 1869-70 was owing to a new rule that the Educational cess should be spent in the Districts where it was raised, and a consequent diminution of income in Derah Ismail Khán.—C. P.

above what it has hitherto been, but what I plead for is that the rules should not apply yet to the Frontier.

From an allusion in para. 3 of the memorandum just quoted, it seems intended to except the Frontier from the new rules, but it is not expressly declared. It will be proper to state the reasons why this District should be excepted from the rules. Principally because we have no Zil' School, we want that all important link in Mr. Cordery's scheme. The Mission School, though an advantage, does not fill up the want of a Zil' School. There religious instruction is compulsory, and I have no doubt (in fact I have ground for saying) that many people, especially Muhammadans, object to send their children to an Institution where Christian ethics are taught.

It may be urged that, though the Frontier cannot supply candidates for the Normal School, yet men from other Districts can be sent on to the Frontier from the Normal Schools. The objection to that, however, is, what has been already mentioned, that, for the Frontier, frontier men are indispensable.

To meet the case of this District I would suggest that boys should be accepted into the Normal School from the 4th class in our schools as a special case. They might be selected here out of the 3rd class, and pass one year or more teaching as monitors in their own Village Schools upon a scholarship of Rs. 2 or 3 per month, carrying on their own duties in the 4th class at the same time. As a matter of fact, this system prevails in this District at present, though the ulterior object of the Normal School is not always kept in view.

Meantime, conforming, as far as possible, to the new rules, five boys have been selected from the 4th class and placed in the Mission School, with a view to their proceeding to the Normal School after a year; but I think it is scarcely right to subject these boys to compulsory Christian teaching. Besides the difficulty of procuring teachers, there is the greater evil of entire apathy on the part of the people to education. I can mention only two native gentlemen of mark who have given any assistance practically to education, viz., Kaurú Khán, Khetrán, of Vehova, who sends his own sons to the Government School, and Guldád Khán, the Chief of the Gandápars, whose eldest son, Muhammad Afzal Khán, is entered as a student in the Lahore College, and whose young son reads in the Government School at Koláchi. Muhammad Akbar Khán, eldest son of the Nawáb of Tánk, was educated at the Mission School here.

With all the Nawábs and Jágírdárs of this District education is favored by none beyond those mentioned. I believe the scheme insisted upon by Dr. Leitner of mixing up our secular instruction with the indigenous religious schools of the country would be useful in Derah Ismail Khán. But the Mullahs who teach the Kurán, &c., would not be competent to teach Arithmetic, Geography, &c., and it is questionable whether they would consent to work alongside with a Government teacher without taking up a disproportionate amount of the pupil's time and attention.

A concession is made to indigenous teaching in this District in the case of the Hindi teachers who are supported in certain schools; but from what I have seen of them I think they are of very little use. There is also a Hindí class at the Mission School, which Mr. Thwaites says is a great failure.

Bannú District Schools.

24. Fair progress has been made during the year in Bannú District. Lakí is really a good school, and may become a Middle School before long I'sá Khél has improved much, but it is not at all so good as it should be, considering the size of the town. Kálabágh seemed to promise well, but the boys leave young, probably because there is plenty of employment in such a busy place. The Deputy Commissioner speaks well of the work of the School Muharrir, Muhammed Bakhsh. He certainly deserves credit for his exertions and for the success which has attended them, but his attainments are rather below the mark. He has, I believe, never been confirmed in the appointment, but, after acting in it for nearly three years, has established a claim, which should be respected.

JAIL SCHOOLS.

Jail Schools.

25 There are Jail Schools at Ráwalpindi, Gujrát, Jhelam, Pesháwar and Derah Ismail Khán. At Ráwalpindi the numbers under instruction are 680 including a class of boys and of women. About 40 men, 15 women and as many boys taught by the teacher himself are making good progress, but the men who are taught in their workshops by prisoners under the superintendence of the teacher do not get on The boys do not usually remain long in this Jail, so that a large proportion at any time are quite beginners, but they have two hours of schooling daily, and get through a sufficient amount of work. The Superintendent, Dr. Ince, has commenced the practice of teaching the women. They seem to like it, and learn to read as quickly as could be wished, but it would be much better if they could have a female teacher. The lessons take place in the presence of a matron and a warder, but I doubt whether it is fair to the teacher, a steady young man from the Normal School, to set him down for an hour a day in company with a number of saucy-looking young women of no character.

In Jhelam Jail there are 109 on the rolls of the school. A very considerable improvement has taken place in consequence of the exertions of Dr Gardiner, the Superintendent, who has taken up education in earnest, and has worked upon the prisoners by a system of rewards and punishments. The school at Derah Ismail Khán consisted of 69, a Pesháwar of 42, at Gujrát of 56 In the last Report the Derah Ismail Khán Jail School was very favorably mentioned, but the system then in force has not been kept up, and what I was able to commend seemed to be rather the remains of last year's work than a fresh acquisition At Pesháwar and Gujrát the teachers have been obliged to collect their pupils at irregular times, and consequently very little has been done. It is of course very inconvenient to make the general distribution of industrial tasks subordinate to the School-master's time-table, but it is everywhere evident that the success of Jail Schools depends upon the enforcement of regular study.

SECTION III.

AIDED INSTITUTIONS

Schools for European and Eurasian children

Lawrence Memorial Asylum

26. The numbers on the rolls of the Lawrence Asylum are 126, or nearly the same as last year, but the cost has decreased from Rs. 41,788 to Rs. 34,476 The Annual Report of the Committee has not yet been published, and I am therefore unable to explain these figures; but certain charges, such as outlay upon buildings, renewal of bedding and clothing, &c, though appearing in the accounts as they are paid, should properly be spread over two or three years The following is Dr Leitner's report :—

Remarks by Dr Leitner on Murree Asylum

I inspected the Asylum on Wednesday the 9th October 1872 On the previous Monday I was present at the annual *fête*, and had some opportunity of judging of the proficiency of the school in gymnastics. I was much pleased with what I saw, but I would suggest that greater attention be paid in future to the systematic exercise of the body.

The dormitories and other rooms were in first rate order. The erection of special bathing-rooms and of safe-guards against fire and leakage, &c., &c., has received the attention of the Committee, and will probably not be postponed to another season The neatness of the arrangements generally and the good order that prevails reflect undoubted credit on the Managers of this Institution

The state of discipline among the children and their appearance are deserving of praise. The sanitary arrangements also appear to be excellent, and it is worthy of notice that during a season in which cholera and other diseases prevailed at Murree, this Institution should have enjoyed an immunity from almost every form of illness.

The physical and moral well-being of the children could not be confided to better hands than they are at present, but it seems to me that more might be done for the mental training and practical usefulness of the pupils of this Institution. We want them to be healthy, moral, intelligent and useful men and women, and they will never fulfil all our expectations unless every one of the appliances of the Asylum is directed towards rendering them fit for their future occupations. The girls will probably marry soldiers, mechanics, or tradesmen, but they are not taught to cook,—an accomplishment on which much of their future comfort will depend. Similar proposals, such as teaching the boys carpentry, smiths' work, &c., &c., are said to have been tried in vain, but they have no business to fail unless the Institution allows itself to be condemned in what is its particular work.

Now with regard to education it seems to me that 4½-hours school (which for girls includes 1½-hour needle-work) is not enough mental preparation or sufficient hard labor for those who will have to rough it in life. Speaking from a Departmental point of view the children will scarcey be able to come up to the standard that they are expected to reach unless more time, say at least half an hour more a day, is given to their studies. It is true that the want of teachers has operated to the disadvantage of the school, and it is also true that, under the circumstances, the progress made is most creditable to the Principal and his few Assistants. Now that a very promising Head Master has been secured, more will be expected. The scholarship and influence of the Principal will undoubtedly be felt when he continues to take a reasonable share in instruction and examination daily. An Entrance Class preparing for matriculation at either the Calcutta or the Panjáb University has been formed. There is no reason why, with its present staff strenghened, if occasion arises, the Lawrence Memorial Asylum of Murree should not become one of the first Educational Institutions of Upper India. At any rate European boys should not be below Native boys of the same standing in class. Five hours recess daily for breakfast, dinner and tea, besides other five hours for dress, gymnastics, drill and recreation, is a great deal too much "loafing" for those who have to fight their way in life. The recess for food, especially in the case of the girls, would be almost ample time to cook it. Whilst on this subject, I have to express my satisfaction with the quality of the food which I enjoyed in common with the pupils on the day of my inspection.

I am glad that more proficiency has been attained in Urdú, but greater attention should be given to translation, pronunciation and correct spelling. Persian, which has been admitted as one of the classical languages by both the Calcutta and the Panjáb Universities, might be added with advantage. The teaching in Arithmetic has not much improved, and I would suggest that mental calculations, especially of a practical kind, be constantly practised in conjunction with the rules. The tuition of Geography should be accompanied by allusions to the races, religion, natural produce, &c., &c., of the different countries Easy explanations of various forms of government, and anecdotes, &c , &c., connected with the lives of the leading men should accompany the teaching in History; and in the upper classes the English language should be taught in some connection with the History of English Literature. For every class the pupils should be required to explain in their own way what they have read or heard. An intelligent system of paraphrasing will occasionally be found to be very useful. I would suggest the establishment of a library of reference suited for higher classes, for the cultivation of the habit of self-improvement among students, and for the use of masters. There exists now a small lending library suited for children's reading.

The recitation of poetry is much cultivated in the school, but the selection is not always a very happy one, and it is rare that the children understand what they recite with much fluency, but with no emphasis. Recitation, without understanding and without the practice of elocution, is a barren exercise, although to store the mind with noble and understood passages, whether of poetry or prose, is a healthy and grateful process. The singing of the children was pleasing, but requires more spirit, and, above all, teaching. The examination of the 2nd class of the boys was disappointing in almost all the subjects, especially Dictation. The 2nd class of the girls was not quite satisfactory, and the behaviour of one or two of the girls was not quite sedate. The first class, especially that of the boys, was good. In History and Mathematics, as well as in general intelligence, the 1st class (of the boys) would be a credit to any institution, whilst the third (boys) class did very well in all subjects as far as they had been taught. Indeed all the classes have been taught with conscientiousness, and have done as well as could be expected. I may incidentally notice that the writing of the girls is still as "pointed" as last year. A legible round hand gives more trouble, but, on the whole, is distinctly superior to the neatest angular writing. This is the first year that prizes have

been given to a grant-in-aid institution from funds at disposal of the Inspector. Without serving as a precedent, I hope that this trifling and deserved encouragement will continu to be given in future years.

In conclusion, I feel it my duty to state that no public body on which I have ever served has devoted itself to its duties with more earnestness and care than the distinguished Committee of this Asylum, of which I have been a Member for some months, and from which I have received much kindness and encouragement. Such a Committee is deservedly assisted by the able staff that has conducted the institution with so much success during the year under review.

The Murree-cum Ráwalpindi Schools.

27. The number of pupils on the rolls of the Murree-cum Ráwalpindi School was 28 only against 32 the year before. During the Murree season the attendance is often double of the average, but at Ráwalpindi in the cold weather it falls off considerably. When Doctor Leitner inspected the school there were 40 children on the rolls, of whom one-half belonged to the infant school. The following is his report:—

"I inspected the Murree-cum Pindi School on Tuesday the 8th October. The school had suffered in consequence of the existence of cholera during the latter portion of the Murree season, and 15 pupils, among whom were some of the best, had left at the time of my inspection. In spite of this drawback, I saw enough to convince me that the reputation of Mrs. Harris as a teacher and administrator was well deserved. Her influence, both in and out of the school, and on teachers as well as pupils, is wisely exerted; she has the rare faculty of interesting all those with whom she comes in contact in her important work, and the consequence is that she not only calls forth the innate talents of her pupils, but also secures their attachment. This happy tact, added to much experience, places Mrs. Harris in the first rank of the profession to which we both have the honor of belonging, and I only wish that all the teachers of our Department possessed her pleasant, interesting and stimulating system of conveying knowledge and of developing the intellect and character. In all her efforts on behalf of instruction and discipline, Mrs. Harris is most ably seconded by Miss Peake, to whose intelligent and careful manner of teaching Geography, Arithmetic, Dictation, &c., &c., I am able to bear testimony from personal observation.

"It is very much to be regretted that a school of such usefulness should not be more largely supported. There is no institution in this Province to which parents can more thoroughly confide the moral and mental improvement of their children, whether boys or girls, than this school, and I hope that all who are interested in its progress will make this view generally known. I also hope that Mrs. Harris may have an opportunity of showing the full advantage of her excellent system of tuition, by being able to retain her pupils for a longer period than is generally the case in India, where parents frequently change their stations and carry their children with them. This state of things must be very disheartening to a teacher, and must occasionally interfere wtih the classification and discipline of a school. To it may in a measure be ascribed the different standards of attainments which I found at the time of my inspection, and it is probably the cause of Mr. Cordery's remark that he cannot think that the children are far advanced for their years. I think he is even more correct when he says 'what they know they know thoroughly,'—a compliment which cannot be paid to many school children in this Circle. I should wish, however, that more encouragement were given to Mental Arithmetic, and that no illustration should be omitted in teaching Geography, History, Grammar and the 'Readers' which can arrest the attention of the pupils, or be practically useful to them after leaving school.

"The hand-writing in all the classes is neat, the pronunciation of the children is generally pure, their conduct and appearance creditable. An air of refinement pervades this institution, in which I shall continue to take an interest, even after leaving the Circle, and to inspect which has been among the most pleasant of my present duties."

SCHOOLS FOR NATIVES, HIGHER CLASS.

Ráwalpindi American Presbyterian Mission Schools.

28. The Ráwalpindi Mission Schools might be described in much the same terms as last year. The Entrance Class was then particularly successful, and this year the boys who passed the Middle School examination have gained honourable mention for their School,

My inspection did not come off till May. The Main School had been without a Head Master for some time, and another teachership was still vacant. The Upper School contained only 9 and the first two classes of the Middle School 13; but although the number of advanced students is small, the teaching throughout the school has improved considerably during the last two years.

In Arithmetic a decided improvement has taken place, but in the lower classes they have little idea of doing sums which are not mere examples of rules. In English, Urdú and Persian most of the classes are well prepared, but nearly all are ignorant of the Geography of the Panjáb.

The Sadr Bazár School has an average attendance of 57. They had not been well taught, but the staff has now been strengthened, and the school, it is to be hoped, will do better. The City Branch School, with 43 on the rolls, is quite elementary. A Branch in the Cantonment Bazár, which was not successful, had been abolished. The general impression which I gained was that the Main School is very good, but that the Branches are expensive and inefficient. English is taught in the Sadr Bazár School, which the Manager wishes to raise to the Middle grade. It would be more economical, and in my opinion better in all respects, to reserve higher education for the Main School, and to maintain some half dozen cheap Vernacular Schools as feeders in the city and cantonment. If the Mission cannot undertake this, the Municipality, whose business it properly is, will no doubt recognize their responsibility.

The Girls' School has 74 on the rolls, of whom 44 were present. A number of them read and write Gurmukhí or Nágrí very well. They do also some needle-work and knitting The old School-master has no idea of method, and it is wonderful that so much progress is made amid such a hubbub. Some of the native women of the Mission might be taught to keep the girls in order.

The management of the Mission Schools has lately been undertaken by the Reverend Mr Kelso, who is prepared to throw himself heartily into the work, and will have more time for it than a missionary in sole charge could possibly devote to this purpose.

The Pesháwar Church Mission Schools.

29. The Pesháwar Mission Schools were inspected in April. The Main School consists of ten classes, in all of which English is taught. The Cantonment School consists of six classes corresponding to the six lower classes of the Main School The Managers have lately parted with their efficient Head Master, Maulví Sayid Ahmad, but the school is notwithstanding in as good order as I have ever seen it. The first and second classes have an intelligent knowledge of their English text-books, and some of them know their Arithmetic. They should be constantly exercised in Dictation, as they make many mistakes in spelling and Grammar. The lower classes are proportionately better in English dictation. They know their English, Urdú and Persian Readers very well. In Geography and Arithmetic they are not well prepared. Eight Anglo-Vernacular students and two vernacular students passed the Middle School Examination held in November 1872. The boys of the Lower School have not been prepared for examination by the lower standard. The classification is altogether different to that of Government Schools, but they read up to the Middle School and Calcutta University Entrance Examinations.

The Cantonment School necessarily fluctuates with the relief of the garrison, but at the present time it is in rather better order than usual. The highest class appeared to me to be the worst, as in the Main School Geography and Arithmetic had been neglected. The Chapel Branch School is kept in rather a disorderly fashion, but they learn to read and write Urdú and Persian.

I did not see the Girls' Schools, but Mr. Hughes, who manages it, has furnished the following report :—

The number of girls on the books is 106; of these 5 are Christians, 82 Muhammadans, and 19 Hindús.

The teachers are 12 in number, 4 Christians and 8 Muhammadans.

The Central School is a convenient building, with a court-yard and garden. It has 43 girls in attendance. These are arranged in five classes. The first two classes are instructed

in reading, writing, and Arithmetic, and Geography in Urdú and Persian. The first class is reading the Zenána Book, which contains interesting matter suitable for instruction, namely, the Railway, Printing, Diving-Bell, &c. Only the simple rules of Arithmetic are taught. The pupils are also instructed in sewing, knitting, &c.

The girls in the smaller schools are not so advanced, but are merely taught reading, writing and sewing.

As soon as the girls arrive at the age of 15 or 16, they are married, and the school loses its best pupils.

SCHOOLS FOR NATIVES, MIDDLE CLASS.

Derah Ismail Khán Mission School.

30. The Derah Ismail Khán Mission School which is now under the management of the Revd. W. Thwaites, is arranged in eight classes, besides a Hindí Department and three Branches. The number on the rolls is 255, and the average attendance 194, exclusive of the Branch Schools, which number 94.

There is a very decided improvement since my inspection in November 1871. In all classes, except perhaps the lowest, there is evidence of regular work, and the English reading of the first two classes is good. In other subjects they generally did well, except in Arithmetic, which needs special attention. No class had been prepared to pass the Lower School Examination.

The Branch Schools under Ayá Sing and Allah Dád appeared to be doing well, but not that under Ziául Hagg. This was the case in 1869-70; and as Ziául Hagg was warned by the Head Master in 1872 six months after this branch was re-opened, I should recommend his dismissal. I think some arrangements should be made by the Superintendent for the inspection of the Branch Schools at least once a month. If he wishes it, the services of the Chief School Muharrir are available.

I observed a want of cleanliness both in the school buildings and in the boys, and I think an improvement might be made in this respect without much trouble.

The work of the school has been much interrupted by sickness during the autumn, but notwithstanding very good progress has been made; and although there was a particularly good first class in 1869-70, the younger boys are better prepared now.

In December the school was visited by His Honor the Lieutenant Governor, who noticed the good pronunciation of the 1st class, and expressed his approval of what he saw.

Edwardesábád Mission School.

31. The Edwardesábád Mission School has for a long time been in a very neglected state. When I inspected it in March in company with Major Johnstone and Mr. Homan, there were on the rolls 83, of whom only 22 belonged to the school in 1872. In English only one boy was beyond an elementary Reader, but 18 could read the Gulistán and write Urdú Dictation well, and 18 others could read Urdú Third Book. The improvement which has taken place in the Derah Ismail Khán School, which is under the same Mission, is a sufficient guarantee that, as soon as the Revd. Mr. Thwaites is able to spend some time at Edwardesábád, and to organize a system of local superintendence, the interests of the school will be properly provided for. Otherwise it would be necessary to stop the grant-in-aid and to put the school on the footing of a Zil' School. There is no reason why this school should be less successful than that at Kohát. I was glad to notice that the school had been well conducted for the last two months, and that Major Lance of the 2nd Panjáb Cavalry was prepared to give his assistance.

Church of Scotland Mission School, Gujrát.

32. I examined the Gujrát Mission School in January. There were 125 students on the rolls. The grant-in-aid was Rs. 20 per month, and has since been raised to Rs. 50. The Manager is the Revd. Muhammad Ismail, who is also practically the Head Master, as the English teacher under him would not be able himself to teach an Anglo-Vernacular Middle School.

Two classes reading II and III English Readers passed a fair examination in their English subjects. I tested the class, which corresponds to the 2nd class of Government Schools by the Lower School Examination; nearly all passed in reading and dictation, but all failed in Arithmetic and Geography.

The style of Persian writing is good throughout the school, and generally there seems to have been a decided improvement, although some subjects have been neglected.

Corps of Guides School, Mardán.

33. The English Department of the Corps of Guides School at Hotí Mardán was condemned long ago, and, since my last inspection, has been abolished. The Vernacular portion of it was particularly good, and, although the numbers are small, it is seldom that I see anywhere all the boys in a school so well prepared. I should note that this is the only Lower Aided School which need be mentioned under this section, the rest being branches of Upper or Middle Schools.

Female Schools

Bédí Khám Singh's Female Schools.

34. The Mission Girls' School at Ráwalpindí and Pesháwar have already been described. There remain Bédí Khém Singh's aided schools in Ráwalpindí and Jhelam Districts. The last Report states that the order had been given for their abolition, but Doctor Leitner obtained the consent of the Bédí to inspect them, and was allowed to re-organize them upon this condition.

The number of schools has been reduced to 43, with upwards of 2,000 girls nominally on the rolls. The Government grant for the year was Rs. 3,702, and an equal sum was said to be contributed from private sources, but no strict account is taken. In all but three or four schools instruction is in Gurmukhí. The rest are for Musalmání girls, who read Urdú. The teachers are nearly always old men, but one of the best schools was taught by a widow. Besides the schools included in this Report, there are a few maintained by the Municipal Committee of Ráwalpindi, also under the management of Bédí Khém Singh. These were inspected by Doctor Leitner, and I myself visited most of the rest in the villages during my tour. So much doubt existed as to the very existence of these schools that I was agreeably surprised to find in many of them several girls who could read, write and sew. This is evidently nothing new but the gradual result of a work which has been going on for about eight years. They seem to have used only religious books, but they have acquired the power of reading at sight and writing from dictation. They have now been placed under more systematic control and provided with school-books, but the difficulty of improving them only commences here. The books for the most part are full of terms which are not understood, and the Superintendents whom it was thought expedient to employ, are too ignorant to give any useful direction to the teachers, who themselves have no idea of adopting any modification of the old system of religious education.

It is out of the question to expect that trained teachers from the Lábore or Siálkót Normal Schools will be acceptable here, so our best hope for the future is that girls who grow up in the schools on small stipends as monitors will gradually replace the old men and women who now impede progress.

At Pindi Gheb I was requested to abstain from inspecting, but elsewhere I saw no sign of any objection to my visits.

Indigenous Schools.

Indigenous Schools.

35. The question of aiding indigenous schools was discussed in the first paragraph of this Report, and I have now only to give some account of the statistics. These are collected by the Tahsíldárs from the reports of Patwáris and others, and are evidently very inaccurate. I am glad to see that the very large numbers formerly reported from Jhelam District have this year been reduced to a more moderate computation, but the estimated cost of indigenous education, Rs. 18,979, in that District is preposterous, although Rs. 9,000 less than it used to be. No returns have been received from Hazárá. The other Districts of the Circle are reported to number 15,713

indigenous scholars. Of every 100 of these 2 read Urdú, 7 Hindí (Nágrí), 10 Landí and Mahájaní, 45 Arabic, 30 Persian, 6 Sanskrit. A true idea of what actually goes on may be gathered from the reports of the School Muharrirs, which concur with my own observations. In the great majority of indigenous schools Mussalmán boys read the Qurán by rote only; next to these come the Mahájani Schools, and in connction with both are students learning Persian and Urdú, Sanskrit or Arabic, with a view to their future occupation.

The School Muharrir of Jhelam recently inspected 41 indigenous schools in which Persian is taught. He found on an average three or four who could read and write in each, and in one case only as many as eight. The School Muharrir of Ráwalpindi reported upon 15 selected schools, in which on an average from 8 to 15 boys could read and write. The School Muharrir of Pesháwar reported that he was able to find only one indigenous school in which more than two or three boys could read and write Persian, and that is in the city. On the Frontier, where it is suggested that the people may have less prejudice to indigenous schools than to those set up by Government, it should be remembered that there is hardly any material to work upon.

SECTION IV.

Institutions for special and professional education.

Ráwalpindi Normal School.

36. The Ráwalpindi Normal School has in past years sent out many good teachers to Village Schools; and although in June 1872 no one succeeded in gaining a certificate under the new system of examination, I never remember a larger number of useful men being drafted out. During the year teachers were so much in demand that it became necessary to cut short the training of some who might otherwise have done credit to the school in the June examination of 1873. Although all failed to pass the very moderate standard of a Primary School certificate, (which is equivalent to the Middle School Examination with 50 per cent. instead 30 per cent. for the minimum number of marks required in each subject), no less than seven of the same men passed the Entrance Examination of the Panjáb University College, and an equal number the Lower Persian Examination of the same. In the Normal School Examination they fell below the passing mark, chiefly in Euclid, Algebra, and Natural Philosophy,—subjects which are not studied in Primary Schools, and there can be no doubt that under the old system most or all of them would have obtained their certificates.

Mr. Staines, the present Head Master, has been in charge since November 1871, and is in many respects well qualified for the post. I fear, however, that partly owing to the introduction of a new scheme of study, and partly to his inexperience in dealing with students of this class, the spirit of hard work has gone out of the school, which enabled us sometimes to accomplish a good deal with an insufficient staff. The men have generally done well in the written and *viva voce* examinations just now completed, but when I was at Ráwalpindi in May I found the men ill prepared in small quantities of work, and giving up too much time to purely mechanical exercises, such as transliteration and learning names of places from a text book of Geography, or upon the Map It seemed to me that, instead of working hard to improve themselves out of school-hours, they had become passive recipients of knowledge in class. Mr. Staines is anxious to do well, and will, I think, be more successful when he sees how far short his pupils now are falling of the standard which was reached by some of their predecessors. At the end of the year the number of students on the rolls was 39, and the cost Rs. 7,209, or nearly double what it was formerly. The increased expenditure is partly owing to the appointment of a Head Master on a salary of Rs. 150 per month, and partly to a very necessary improvement in the stipends.

Besides studying the *Ishárat-ul-tálim* there is very little direct teaching in method. To pass through a well-conducted school is itself almost the best lesson in method, and the special training of *Battersea* or Amritsar is not easily imitated by men who are practically acquainted with no such system The new scheme by which boys who have passed the Middle School Examination are engaged as pupil-teachers in Zil' Schools will in time bear good fruit; but, as Mr. Jenkyns has remarked, it will be a gloomy prospect for Derah Ismail Khán, and, I think, for the whole of the Panjáb, if the supply of trained men is cut

off. No doubt the shortcomings of our Normal Schools are very serious; no doubt it is the case, as Mr. Rodgers is never tired of insisting, that they violate every rule of good teaching, but they have produced the teachers of all the best Vernacular Schools in the Province, and without them such progress as has been made would have been impossible.

CONCLUSION.

Acknowledgments to District Officers.

37. I have now to acknowledge the courtesy and assistance which I have received from all District Officers. In the Deráját, now removed from this Circle, the care bestowed upon their schools by Colonel Munro, Major Johnstone, Captain Macaulay, Mr. Jenkyns, and Mr. Homan, is sufficient without any assistance from this Department. In Gujrát, Mr. Perkins, and in Ráwalpindi Major Urmston, have added all that was needed to complete the Inspector's share of the work. Captain Plowden's services to the Zil' School at Kohát should not be omitted here, especially as he has now gone to another District. As usual, I shall forward separately a list of Native gentlemen and Officials whose services deserve recognition.

C. PEARSON,

Inspector of Schools, Ráwálpindi Circle.

From H. H. CLARKE, ESQ., *Offg. Inspector of Schools, Multán Circle, to* J. G. CORDERY, ESQ., *Officiating Director of Public Instruction, Panjáb, Lahore, No. 70 dated Multán, 6th May 1873.*

I have the honor to submit the Annual Report on the Schools of the Multán Circle for the year 1872-73.

Having taken over charge of the Circle at the very end of the year, my Report is necessarily confined to work done by my predecessor, and is based upon office records; I therefore trust that any shortcomings may be forgiven.

Extent of Circle.

2. The Circle embraces the Districts of Multán, Muzaffargarh, Montgomery, Jhang, Derah Ghází Khán and Sháhpúr, as in previous years.

Inspecting Staff.

3. The Inspecting Staff consists of one Inspector and one Deputy Inspector, who, as far as actual inspecting duty is concerned, for the most part work independently of one another. There are, besides, six Chief Muharrirs, one for each District.

Changes in the above.

4. Mr. D. W. Thompson, the permanent Inspector, departed on leave preparatory to furlough on 18th March, having made over the office temporarily to Mr. Wood, Head Master of the Multán Zil' School. I arrived on 21st idem, and took over the duties of the office on the 22nd. There has been no other change in the Inspecting Staff except that the Chief Muharrir of the Sháhpúr District vacated his office for a Náib-Tahsíldárship for some months.

Work done by Inspector.

5. Mr. Thompson inspected the schools of the Multán, Jhang, Montgomery, and Sháhpúr Districts, and 15 of those in Muzaffargarh. The Derah Ghází Khán Schools remained uninspected.

Work of Deputy Inspector.

6. The Deputy Inspector went twice through Multán, and once over the Derah Ghází Khán, Jhang, Muzaffargarh and Sháhpúr Districts. Mr. Thompson has left no record of his opinion as regards the Deputy Inspector's work during the year, but I conclude, from his having been recommended for promotion, that he has continued to give satisfaction.

Work of Chief Muharrirs.

7. The Chief Muharrirs all appear to have been assiduous in their duties, having made four and five inspections, with the exception of the Chief Muharrir Muzaffargarh, who has made three only.

Necessity of a Deputy Inspector considered.

8. In a Circle, the few schools of which are scattered over an immense area, a Deputy Inspector is perhaps at present a necessity; but even here, could a really efficient School Inspector be ensured for each District, by whatever designation he might be known, the demands of inspecting duty would be satisfied. The Deputy Inspector is in no instance, I conceive, made a medium of communication, and indeed it is essential that the Inspector himself should be thoroughly acquainted with the character and work of his District Inspectors and use them as the means of carrying out whatever improvements may suggest themselves to him, and be approved and sanctioned by the District Authorities. In this view of the subject, therefore, a Deputy Inspector's post is somewhat anomalous,—his really useful work being confined to an inspection of schools at a season when it is difficult for an English Officer to get about. Of course the above remark presupposes a Circle the inspection of which one European Officer is able to accomplish. Such, I must confess, this Circle does not appear to have proved during the year under report.

Educational Committees.

9. The Educational Committees do not appear to have done much besides furnish funds. The Members of that at Bherah have been changed. They have met some 10 times during the year. The Multán Committee, I fear, have not done much direct work.

Report has to deal with a very low state of vernacular education compared with that of other Circles.

10. The report of this Circle has necessarily to pourtray a very different state of affairs from that of the more advanced Districts. There the report is an account of the spontaneous growth of healthy schools under the training of qualified, intelligent, and often enthusiastic teachers. Here, though our system of education has undoubtedly taken foot, yet it cannot be said to have become self-existent. It is only in the large towns, and in some villages under very exceptional circumstances, that the fostering care of the Civil Authorities is not still required to give vigour to its growth. Primary Vernacular education is especially subject to fluctuation, and in many individual instances to vicissitudes, unknown elsewhere. The removal of a teacher, the transfer of a Tahsíldár, a detrimental order from the Deputy Commissioner or from the Inspector of Schools, let slip perhaps unintentionally in the hurry of business ;—any one of these is often sufficient to cause the sudden collapse of a Primary School.

Relative value of inspection during hot and cold weather.

11. Much of Mr. Thompson's inspecting work was done in the hot weather, and I have commenced the year in a similar manner. It is certain, however, that this work is not done so satisfactorily during the hot weather as during the cold. In this Circle at least it is not safe for an Englishman to be abroad between 8 A. M. and sun-down. The early morning hours are occupied by the march. Therefore it is difficult to effect much good by meeting the influential men of the villages and acquiring information as to the class, the occupations, and the predilections of the inhabitants,—a most essential part of an Inspector's duties. I have endeavoured to remedy this, as far as lay in my power, by visiting the school on my arrival, or before my departure, and by receiving visits wherever practicable. In order to see the state of the school thoroughly, I afterwards had the higher classes up at the rest-house, and examined them at leisure. On the other hand, the good resulting from hot-weather inspection is great. It ensures a probability of your getting through the whole of the Circle within the year; and should you be able to do this before its close, it makes it possible to visit some of the nearest Districts twice. This undoubtedly would be a great point gained.

Scope of Report.

12. In so far forth as regards the practical working of the schools during the year under review, I shall confine my report to that year; but the remarks embodied in the Report have, as a matter of course, suggested themselves since I took charge of the Circle.

SECTION II.

Government Schools.

General Statistics.

13. The following table shows the number of schools of each class in this and last year, their attendance, expense, and fees :—

Class of Schools.	Zil' Schools.	Middle Schools.	Primary Schools.	Female Schools.	Jail Schools.	Total.
No. of Schools 1872-73	4	10	104	11	4	133
Ditto 1871-72	4	6	110	12	4	136
No. of Students at end of year 1872-73	307	911	4,232	260	710	6,420
Ditto 1871-72	242	579	4,752	279	672	6,524
Average attendance daily, 1872-73 ...	189	788	3,123	217	568	4,885
Ditto 1871-72 ...	167	461	3,597	242	518	4,985
Fees ... ... 1872-73 Rs.	453 1 10	168 10 9	109 6 8	...	...	731 3 3
Fees ... ... 1871-72 „	410 13 3	125 12 0	132 0 0	...	...	698 9 3
Cost, 1872-73 ... ... Rs.	14,121 6 5	5,433 9 10	17,107 11 10	848 4 5	934 6 0	38,445 6 6
Do. 1871-72 ... ... „	14,359 10 1	3,108 2 2	19,104 8 3	993 14 6	964 8 0	38,470 11 0

It is manifest from the above that the changes during the year have been very slight.

The four Zil' Schools show an increase under all heads as follows :—

Numbers on register at end of year	65
Average daily attendance	22
Fees	Rs. 12-4-7

Though the above is not a large advance, yet it is progress.

In some instances I have to report retrogression. The difference in Middle and Primary Schools for the two years is little more than apparent. Last year Mr. Thompson reported on 14 Middle Schools ; but these were not sanctioned as such, and in fact the Tabular Statement contained six only. Thus there are four more this year than there were last, *viz.*, Kehror, Sarái Sidhú, Jalálpúr, and Talamba, all in the Multán District. As these were reckoned Primary last year, their transfer causes a proportional difference in all the figures under the two heads. Two Village Schools and one Female School came under reduction, the former in the Sháhpúr and Montgomery, and the latter also in the Montgomery District.

Total number of Students in Government Schools at end of year.

14. The total number on the register at the end of the year in all classes of Government Schools was less by 104 than at the end of last year; but of these 19 were in Female Schools, so that really there is not much decrease. It is unsatisfactory to have to report any.

Fees.

15. The amount of fees levied is absurdly small,—Zil' Schools average Rs. 110 each. You very justly complained in your report of last year that the most prosperous class of the people got their education at a nominal cost. That the fees levied ought to be much more is shown by the Multán Sadr Bazár Aided School, where they amount to double those of an expensive Zil' School.

Cost.

16. The total expenditure on all classes of Government Schools (including Jail) during 1872-73 was Rs. 38,445-6-6, being Rs. 25-4-6 less than in the previous year.

A.—Government Zil' Schools.

Middle School Examination.

17. Fifteen boys presented themselves from this Circle for the Middle School Examination, out of whom 14 passed. Last year nine only succeeded in passing. Details will be given under the heads of the several schools.

Lower School Examination.

18. 125 boys passed the Lower School Examination from the Lower Schools of those institutions and their branches. Last year 233 passed the same examination. Naturally more boys passed up at the first examination held after the scheme came into force than will do in subsequent years, as they had before been subject to no test of the kind.

Derab Ghází Khán Zil' School.

19. The studies of this school have been most carefully attended to during the year, Seven boys went up for the Middle School Examination, and all passed. The marks awarded showed that equal attention had been paid to all subjects. This school is to be elevated to the Upper grade. Bábú Múlráj deserves the highest praise for the success he has achieved by his assiduity throughout a number of years.

Statistics of Middle and Lower Schools.

20. At the close of the year there were 84 boys in the Middle and 334 in the Lower Department ; 31 boys passed from the Lower into the Middle School.

Examination of the classes by Inspector.

21. Mr. Thompson inspected the school in February, and made the following remarks :—" The examination given was on the whole favorable though the 5th and 4th classes, which were noticed at the last inspection (when 4th and 3rd respectively) as being bad in Arithmetic and indifferent in English, are not even yet quite up to the mark in those subjects."

Notice of Teachers.

22. The Head Master has been already mentioned. All the others are reported well on by Mr. Thompson. Wású Rám, the second English Teacher is specially mentioned by the Head Master.

Branch Schools.

23. There are five Branch Schools. One only is said to be bad. Changes in the Staff are about to be made, which it is hoped will add greatly to the success of these schools.

Fees.

24. Rs. 157-11-10 was collected in the Zil' School, and Rs. 372-0-7 in the Branches.

School building.

25. The school building has lately received important additional accommodation, and has been thoroughly repaired.

Multán Zil' School.

26. There have been no changes in the Staff. One Teacher, Viláyat Hussain, tendered his resignation while on leave, but was afterwards allowed to rejoin his appointment at his own request.

Particulars of Middle School.

27. Three boys passed the Middle School Examination; of these, two entered the Upper Department at Lahore, and one joined the Mission School at Multán, where there is a higher class, but I believe that he subsequently discontinued his studies. There is an increase of 21 Middle School students. The school received during the year the honor of visits from His Excellency the Viceroy, His Honor the Lieutenant Governor of the Panjáb, His Excellency the Commander-in-Chief, and the Bishop of Calcutta.

Annual Examination of the classes.

28. The annual examination was held by Mr. Thompson, when promotion took place throughout the classes. The 3rd class was pronounced backward in Arithmetic, and their pronunciation of English bad. Two boys of the 4th class were backward. There were two boys only in the 5th class; and as those now form the 6th, they will be the only two candidates from this school for the next Middle School Examination.

Arabic and Sanskrit classes.

29. These two classes, originally established by the Municipal Committee in the city, were subsequently affiliated to the Zil' School by my predecessor, on the understanding that the usual funds would be forthcoming. Some of the members, however, having withdrawn their subscriptions, the salaries of the teachers have suffered. I have not had time to take the subjects up yet, but they should be made to conform to some well-defined rules.

Notice of Teachers.

30. Mr. Thompson has left no notice of Mr. Wood's services, and I have had no opportunity of judging. I see, however, that he has been recently promoted. Neither Mr. Thompson nor the Head Master approve of the 2nd and 3rd teachers' services, but the work of the former has lately, I hear, been satisfactory.

Branch Schools.

31. One Branch School was established during the year. There are now five. A second teacher was appointed to the 4th Branch School. The teachers are reported as working well; 44 boys were admitted from these into the Middle School. The daily average attendance was 185, and fees collected Rs. 187-16.

Fees of Zil' School.

32. The fees collected during the year amounted to Rs. 151-11-1, a decrease as compared with last year, which is not satisfactory.

Athletic Sports.

33. Cricket and other games have been well sustained throughout the year.

Bhera Zil' School. Statistics of Middle and Lower School.

34. There has been an increase in this school of 6 boys in the Middle and 98 in the Lower Department. It had become thoroughly disorganized, and has been slowly recovering. The increase in the Lower Department chiefly results from the establishment of a new Branch School, which numbers 60 boys. The school suffered terribly from fever and other sickness

during the autumn, causing the average attendance of the Middle School to fall as low as 27 for the year. The Middle Department consists of,— fifth class, 4 boys; fourth class, 11; third class, 32.

Middle School Examination.

35. One only out of two candidates, who went up for the last Middle School Examination, passed.

Changes of teachers.

36. It is worthy of note that Pandit Jowála Sahái, of the Central Branch School, went to the Ráwalpindi School at his own request. No other changes have taken place on the teaching Staff.

Inspector's Examination.

37. This school was examined by the Inspector in September last. The classes were said to be getting into better working order, but those of the Middle School were still backward,—the 2nd class, of 15 boys, which should have been the hope of the school, being very indifferent.

Fees.

38. The increase of attendance has not brought a corresponding increase of fees, Rs. 117-13-9 having been collected this year, while last year showed Rs. 112-6-9.

School-house.

39. The school building requires annual repairs and white-washing.

Jhang Zil' School.

40. The number of students in the Middle Department has risen from 58 to 76; and in the Lower from 165 to 187 during the year. The school received the honor of a visit from His Honor the Lieutenant Governor. It is generally in a highly satisfactory condition. All the teachers are said to be very good. The Head Master, Parmánand, deserves credit for the progress the school has made.

Middle School Examination.

41. Three boys went up for the Middle School Examination. They all passed, and are now studying in the Amritsar Upper School.

Lower School Examination.

42. Twenty-six boys were examined in the Lower School, and 22 passed into the Middle.

Inspector's Examination.

43. This was held in December 1872. The only remark I find is, that there was a marked improvement in the 2nd class.

Fees.

44. The amount of fees has increased from Rs. 116-13-9 in 1871-72 to Rs. 141-3-3 in 1872-73.

Branch Schools.

45. There are two Branch Schools at Jhang, containing together 183 boys. The average daily attendance at these was 153. The fees collected amounted to Rs. 67-2-3, giving a monthly rate of schooling fee from one to two anas.

B.—Vernacular Government Middle Schools.

Number at end of 1871-72 and 1872-73.

46. As mentioned in para. 13, although 14 schools were last year reported on under this head, yet 8 of these not having been allowed, nor returned in the general tabular statements, it will be necessary, in order to render this report clear, to consider six only as in existence at that time. During the year four more have been brought under that head, viz., Talamba, Jalálpúr, Kehror, and Sarái Sidhú, all in the Multan District. There are therefore, at the end of this year, 10 such schools. As the general statistics of these schools

have already been given in para. 13, it will be unnecessary to repeat them. The 10 schools at present in existence are at the following places:—

1.	Bahádarpúr.	Multán District.
2.	Jalálpúr.	
3.	Talamba.	
4.	Saráí Sidhú.	
5.	Kehror.	
6.	Muzaffargarh.	Muzaffargarh District.
7.	Kót Adú.	
8.	Montgomery.	Montgomery District.
9.	Syadwálah.	
10.	Kaméliah.	

Bahádarpúr Middle School.

47. This and the Jalálpúr and Kehror Schools were inspected by Mr. Thompson in June 1872, Talamba and Saráí Sidhú in April. He remarks—"All the classes are fair, except the two lowest, and they are bad." The number of attendance has increased a little since last inspection. There were at that time two boys in the 6th, and five in the 5th class. The two boys in the 6th subsequently passed the Middle School Examination.

Jalálpúr Middle School.

48. The classes ranged from five downwards, and were all backward in most of their subjects, and not in a satisfactory state. The school contained 60 boys, with an average daily attendance of 40.

Talamba Middle School.

49. The numbers were less than at the previous inspection, and amount read insufficient.

Saráí Sidhú Middle School.

50. The numbers had increased, but the classes were said to be somewhat backward. Number on register 131, average daily attendance 100.

Kehror Middle School.

51. The attendance had increased fairly during the year. The 5th and 4th classes were very fair, except in Arithmetic, in which the whole school was backward.

Muzaffargarh Middle School.

52. Inspected 22nd January 1873. Some of the boys were learning English, which is contrary to rule. All the classes were bad in Arithmetic, and not at all good in Geography. The only thing well taught was Persian.

Kót Adú Middle School.

53. It does not appear that this school was inspected. At the end of the year there were 111 on the register, and the daily average attendance for the year was 75.

Montgomery Middle School.

54. There is also an English Branch in connection with this school. It is not reported on very favorably. Montgomery itself is small, and consists simply of Government servants. These are frequently transferred and their boys taken elsewhere. The school therefore is of a low standard, but must not on this account be considered as useless, for the children of parents residing temporarily here are thereby enabled to retain what they had previously learned, and, when transferred, continue their studies elsewhere.

Syadwálah Middle School.

55. The attendance at this school has greatly fallen off owing to the carelessness and unpopularity of the teacher. He is to be changed as soon as practicable.

Kót Kamáliah Middle School.

56. The Kót Kamáliah School shows a slight increase. There were 125 names on the register at the end of the year.

C.—Primary Schools.

General statistics.

57. The total figures of all schools of this class in the Circle were given in para. 13. They are distributed in the following manner :—Multán 28, Montgomery 12, Jhang 18, Muzaffargarh 19, Sháhpúr 27. The numbers last year were—Multan 32, Muzaffargarh 19, Montgomery 13, Jhang 18, and Sháhpúr 28. The decrease in the number has been already noticed in para. 13.

Montgomery District.

58. This District was inspected by Mr. Thompson. The number of students at the close of the year under review exceeded by 25 that of the previous year. Two schools were closed, and one more school established during the year. Within the last ten years as many schools have been closed in this District, and others opened in their place in more favorable localities. The Deputy Commissioner remarks that—"the total number of boys is small compared with the population, representing only 2 or 3 in every 1,000. It should be remembered, however, that there are few towns of any size or importance in the District, and the agricultural class, which forms by far the largest portion of the community, has not yet, I regret to say, acquired a taste for learning." In the schools themselves progress has been made, as is shown by the comparative classification of the two past years. It is remarkable that the schools at the head-quarters of tahsíls are not flourishing, and the Deputy Commissioner adduces an instance of a Tahsíldár not having visited his school during a lengthened residence of two years. An attempt to amalgamate a Government School with an indigenous one at Pák Pattan was unsuccessful. Most of the schools were visited by the Deputy Commissioner, to whom, in spite of the unsatisfactory character of education in the District, the thanks of the Department are due. A new school-house was built for the Kót Kamáliah School,—one of the Middle Class already reported on.

Multán District.

59. Of the 28 Primary Schools in this District, all except one were inspected by Mr. Thompson. This one was at a place called Duniápúr, a town immediately surrounded by no cultivation. It is inhabited chiefly by the families of Munshís now or formerly in the employ of the Bháwalpúr State, and appears in former times to have been occupied as a place of refuge, where the houses of these servants of the Nawábs were in some measure safe from confiscation in case of their falling under the Chief's displeasure. 14 of the schools inspected showed some signs of improvement, either in attendance or instruction, or both, but three or four were worse than in the previous year; 148 boys passed the Lower School Examination. The aggregate of names on the register was 1,688, and the average attendance 1,135, the numbers for the year preceding having been 1,555 and 1,030 respectively. The Inspector, in his report on the District, advocated a supply of teachers proportional to the number of boys they have to teach. This implies an increase of available funds, and when these are forthcoming, the measure can best be carried out by supplementing the services of the teachers of the most numerously attended schools by properly trained assistants.

Sháhpúr District.

60. The schools of the Sháhpúr District were inspected during the month of October 1872. There were 28 schools open at the time of inspection, but Mr. Thompson did not see all of them. The whole District seems to have been so thoroughly prostrated by fever that the schools were almost closed. The condition of the best schools was not at all satisfactory, and this could not have been altogether attributed to the epidemic.

Muzaffargarh District.

61. Altogether 15 schools of this District were inspected. The total number was 21. The majority of those inspected had only a second class. The Tattá Siálá School was, however, favorably reported on.

Jhang District.

62. The schools were inspected at different times. There were 22 schools in the whole District, but four of these belong to the Middle Class. These are maintained on the grant-in-aid system. On the whole the general condition of the schools was satisfactory. The following were somewhat backward :—Sultánpúr and Hawelí Bahádar Sháh ; 10 of the schools had students in the highest class. The services of Lála Hukam Chand, the Chief Muharrir, are favorably mentioned, and all Tahsíldárs in the District are said to take good care of the schools. From the Inspector's

report Jhang seems to be the most flourishing District in this Circle, and next to it apparently Multán. Muzaffargarh and Montgomery are, it appears, the lowest.

Derah Ghází Khán District.

63. As mentioned in an early part of the Report, Derah Ghází Khán remained uninspected; and as I have not yet received the Deputy Commissioner's memorandum, I can say nothing about the schools in that District. The Deputy Inspector, Syad Muhammad Alí, is now engaged on its inspection. On receipt of the Deputy Commissioner's report it shall be forwarded to you for information.

Female Schools.

63 (*a*). There were, at the close of the year, 11 Female Schools in this Circle. Of these, five were in Montgomery and six in Jhang; names on register 260, and average daily attendance 217. Of those in Montgomery the Deputy Commissioner remarks :—" There are five Female Schools in the District, with an attendance of 98 girls. The Chief Muharrir does not report very favorably concerning them, and they do not seem to be making much progress."

Jail Schools.

Multán.

Sháhpúr.

Jhang.

Montgomery.

63 (*b*). The four Jail Schools in this Circle are at Multán, Montgomery, Jhang and Sháhpúr. At the end of the year there were 710 prisoners reading. Their cost has already been shown in para. 13. At the date of inspection there were 88 men present. Some of these could read and write easy sentences, and work sums in Simple Multiplication. There were three monitors employed to assist the teacher. Sháhpúr Jail School was inspected in October. There were 84 men under instruction, two only of those could read, and do Arithmetic to Multiplication. The Jhang Jail School was visited in September. There were 124 men reading, 28 of whom had got beyond the alphabet, 4 had finished the Second Urdú Book, and knew Arithmetic as far as Long Division. Of the rest, 24 could read and write and do Addition. In the Montgomery Jail out of upwards of 90 learners only three prisoners could read and write, and these had learnt something before they were committed.

SECTION III.

D.—AIDED INSTITUTIONS.

Aided School of the Middle Class.

64. There are 11 of this class of schools in this Circle, as follows :—

1. Church Mission School in the city of Multán.
2. Church Mission School, Shujáhábád.
3. Anglo-Vernacular School, Multán Cantonment.
4. Town School, Jámpúr, Derah Ghází Khán.
5. Do. Chotí Do.
6. Do. Magrotá Do.
7. Anglo-Vernacular School, Rájanpúr Do.
8. Do. Maghiánah, Jhang.
9. Do. Shorkót Do.
10. Do. Ahmadpúr Do.
11. Do. Chiniót Do.

The total number of students in these schools at the end of the year was 1,260,—the number reading English 269, Urdú 1,088, Hindí 150, Arabic 6, and Persian 645.

The expenditure from private sources was Rs. 6,241, amount of fees Rs. 334-5-6, of Government grant Rs. 5,844, which makes a total expenditure of Rs. 12,420-11-3. The largest amount of fees collected was in that of the Sadr Bazár School of Multán, as before mentioned, where they ranged from Rs. 2 to 1 ana per month. The number of Hindús attending these schools is nearly double the Muhammadans.

Multán Church Mission School.

65. A most praiseworthy attempt has been made by the Reverend Mr. Yeates during the year to assimilate the teaching of the Multán Mission School to the Government School scheme of studies It cannot be said that the conformation is at present exact, but from what has been accomplished it may be confidently anticipated that it will end in uniformity. No such attempt has, however, been made in the Shujáhábád School. Since the close of the year a special Report on the Multán Mission School has been submitted; and as there is no previous examination to which I can refer, it is sufficient to state here that the school at the end of the year was in a satisfactory condition. There were 121 boys on the rolls, of whom 58 were learning English. The Superintendent devotes three hours a day to the teaching, and values his services at Rs. 100 per month, though they are really worth more.

Church Mission School, Shujáhábád.

66. Mr. Thompson's remarks on his inspection in June last were as given below:—

"The 30 boys learning English are divided off thus: six reading 5th English Reader; four learning 3rd English Reader; five in 2nd English Reader, and 15 at the Primer. Pieces from the different English class books were read and explained to me satisfactorily, but the first class boys are totally ignorant of English Grammar and Parsing. Geography and Arithmetic were pronounced very poor. At the close of the year there were in this school 127 boys, but 81 of them were nominal, as far as a school of this class is concerned, as they were learning 'Landá' only. A separate report on this school will be furnished by me shortly."

Anglo-Vernacular School, Multán Cantonment.

67. This is a school which deserves support, both on account of its general character, and because it is well supported by the Cantonment Authorities. At the end of the year there were 88 pupils on the rolls. It was inspected by the Inspector on the 11th January 1873. I give some of his remarks:—

"I examined the two highest classes, which correspond with the 5th and 4th classes, according to the Government study scheme. I consider all the boys of these two classes to be doing remarkably well in their study of English, and their pronunciation of English is far better than it is in most schools; but in other subjects they are backward."

Jámpúr, Chotí and Magrotá.

68. The Town Schools of Jámpúr, Chotí and Magrotá, in the Derah Ghází Khán District, have not been inspected this year. There were on the rolls at the close of the year 220 boys in the three schools.

Rajánpúr School.

69. Mr. Thompson inspected this school in November 1871. The number on the rolls was 105, the average attandance 86, and number present at examination 88. The classes were arranged as in the Middle School scheme; 32 boys were learning English, Persian, and Urdú, 30 learning only Persian and Urdú and 43 learning Hindí. The English students had not advanced beyond the 1st English Reader. The pronunciation was bad, Persian reading fair, Urdú Dictation and Arithmetic bad, and Geography fair.

Maghánah School.

70. This is a school in the vicinity of Jhang. The amalgamation of this school with the Jhang Zil' School is contemplated, and sanction has been accorded for a building to be erected midway between the two towns. Eventually it may be hoped that an Upper School may be formed. This school, at the close of the year, contained 231 boys, and the average daily attendance was 197. It was inspected in September 1872, when the following remarks were made:—"231 names on the register, 201 the average attendance for last month, 190 boys present at inspection The 3rd class bad in Urdú writing. Arithmetic not properly taught in this class; 4th and 5th classes bad in Geography; rest of the examination very fair.

Shorkót.

71. This school was inspected in August 1872. The examination given was not so satisfactory as that at the beginning of the year. The attendance was rather irregular.

Ahmadpúr.

72. At last inspection the 4th class was the highest, one of the classes was bad in Arithmetic, and a greater number of the boys ought to have been fit for promotion from the 1st and 2nd classes; otherwise the school

was going on satisfactorily; 101 on the register at date of inspection, with an average attendance of 79.

Chiniót.

73. Visited on 9th September 1872. There were 175 boys on register on the above date, and the average attendance was 158. The 4th class and 1st Division of the 2nd class were backward in their studies. The registers were found in very bad order. The classes ranged from 5 to 1.

Want of good manners in this class of schools.

74. I do not know whether it is so throughout the Panjáb, but in this Circle the Aided Anglo-Vernacular Schools which I have seen, and markedly those beyond the direct control of Government officers, are conspicuous for their want of an appreciation of the smallest conventionalities. The boys are pert and forward, and the teachers, with few exceptions, deficient in everything that marks a man as respectable and refined. Indeed they might take some of the most clownish Village Schools as a pattern in this respect. It would be unjust to Wasáyá Rám, the Head Master Multán School, and Kundan Lál, Head Master Multán Sadr Bazár School, not to mention their names as exceptions to this rule.

E. Lower Class Schools.

75. The Branches of Zil' Schools have already been treated under the heads of the larger schools. The only other schools of this class are those of the Derah Ghází Khán District, which have been already mentioned in connection with Government Primary Schools.

E. Female Schools.

76. There are but five Female Schools of this class, which belong to the Church Mission, and are in the Multán city. These are not open to inspection, and the Revd. Superintendent can give me no account of them.

Concluding Remarks.

Measures for the reform of Normal Schools as they are likely to affect this Circle.

77. It is presumptious for me to state my conviction of the excellence of the new Normal School measures, and of their adaptability to a large portion of the Province. You yourself, however, in the memorandum on the same, except to a certain extent the Frontier Districts from its provisions. The fact is that in order to keep Village Schools at all together in these Districts, we have, as a rule, either to educate and then employ some old village pastor, or else to supplement his services by an extra teacher. In neither case can we afford to dispense with the old incumbent, or the school at once shows signs of decay. The new scheme will not therefore affect these parts much for some time, for we cannot import young men, whatever their qualifications, from other parts of the Panjáb, except in some cases, as aids to the hereditary teacher, for so, I think, I am justified in styling him. There then only remains to be considered the chance of boys from these Districts continuing their education at the Normal School with a view to eventually becoming teachers. There is no immediate prospect of these being numerous from this Circle. In rare instances perhaps a teacher may find it to his interest to send a son or other near relation. The position may be slightly improved by the establishment of Upper Schools in this Circle.

Difficulty of reaching the mass of the population.

78. I cannot see the feasibility of secularizing the existing indigenous schools, chiefly because the teachers of these schools in this part of the province, who refuse to accept the charge of a Village School under the present rules, by which they are required to acquire and teach a certain number of general subjects, would, in the event of their receiving a subsidy from Government, not secularize their schools, except in so far perhaps as regarded an introduction of Persian literature in addition to the usual routine of committing to memory verses of the Kurán. I consider that little improvement upon the present plan can be introduced into the Districts which I have temporarily under my charge. When practicable, the infusion of new blood from more enlightened parts of the Panjáb should undoubtedly take place, supplementing the abilities of the hereditary village teacher by the addition of a capable assistant, utilising the rising generation of the class of preceptors (which is as directly hereditary as any other profession in India), when they can be induced to attend our Normal Schools, assisting and encouraging and rewarding the head men of villages conspicuous for the interest they take in educational matters, securing the assistance of the District

Authorities, and, lastly, establishing a rudimentary Normal School class in connection with an Upper School in the Circle; these are in my opinion the only hopeful measures on which we have to rely for the improvement of the lower class of schools in this Circle.

Comparative condition of lower education.

79. I think that I shall find that the best schools in this Circle are under the charge of men who were formerly teachers of indigenous schools. Some of them, I know, are really intelligent and painstaking, and most of them, as regards their general behaviour and their appreciation of conventionalities, far superior to any new class that we are able to command at present. The circumstances of a Village School are unique; most of the boys come for a few hours in the morning, and again in the evening, meanwhile being employed in the fields or elsewhere. If during these hours the teacher devotes some of his time to his old occupation of spiritual guide, we ought not, I think, to object. In order to ascertain real progress in these remote Districts, we must not compare them with the more flourishing parts of India. But compare the present schools with the indigenous ones, and we shall see that the results of the exertions of this Department, though not so brilliant here as elsewhere, yet, taking into consideration the general condition of the inhabitants and the nature of the wild country they inhabit, are by no means despicable.

The relative value of Persian and the Vernacular dialects in the Circle.

80. Knowing the views of the Government on the subject, I submit the following remarks with great diffidence. I would beg also to be allowed to premise that they refer especially to the frontier and contiguous Districts of the Circle. If my opinions be deemed erroneous, I trust that my short experience of the Circle will be accepted as an excuse. I write, however, under a full conviction of their truth. An impure Panjábí being to a large extent the colloquial dialect of this Circle, it might be inferred that great store would be set on "Gúrmukhí." Such, however, is not generally the case, nor do I find that the mass of the Hindú trading community care very much more for "Nágrí" than for Urdú. In fact, wherever any predilection is shown in our schools for books either by Muhammadans or Hindús, it is for Persian books. Under these circumstances there does not appear to me a doubt but that Persian literature must form an essential element of our school course. I, as every one must do, admit the desirability of a vernacular education, topographically co-extensive with the colloquial dialect of the District, but this does not appear practicable in this Circle, and I write with reference to it only. Wherever a desire for education exists, it is mainly regulated by one of two leading forces—religion and a wish to command the means of gaining a livelihood. With the Muhammadan the former is all powerful, and, in spite of his vernacular, decides his choice. With the teaching Munshí class of Hindú who puts every thing after money, the latter prevails. There can be no doubt but that modern Urdú is of much more utility to the mass of the population than Persian, for whatever of practical use is published in the province is in that language. We are therefore right in insisting on its general study. But in these wild Districts the Educational Department is in the relation to the people of a mother to a sick child, and must give them what suits their tastes, in order to get them to take what is beneficial for them. In support of my opinion I may mention that there is a great reluctance to purchase Urdú books while Persian books are taken up with avidity. I have seen large classes with one Urdú book only among the boys, while every boy had his Persian one. Also Persian books are almost invariably chosen by boys who obtain prizes. In these Frontier Districts, however, the nature of the education offered by Government is not the only reason for the masses remaining almost unaffected by it. The fact is that they do not care for education, properly so called, at all. The fact that there are a number of indigenous schools does not affect this assertion, for, as with the Hindú, so with the Muhammadan, the religious virtue derivable from an acquaintance with their sacred books is determined by the quantity only of the matter read or committed to memory. Hence the universal custom of learning by rote, which makes it very difficult for even trained teachers to conquer the habit. This at the best is only an exercise of the memory, and can in no wise be called education. Offer anything that requires an exercise of the reasoning powers, and you at once fail to elicit a response. Schools therefore, in our application of the word, can scarcely be said to exist among the masses distinct from our Government system of education.

Scheme of studies and working of the new classification.

81. As far as I have been able to judge, the new classification of schools and distribution of studies of classes have worked well. There is no doubt but that the teachers thoroughly understand the system. The only change that I would suggest for your consideration is, that

from the lowest or A B C class the Chief Muharrir should be allowed to promote boys whenever he found any sufficiently advanced. The other classes seem to have quite as much as they can get through in the year.

Neglect of instruction in surveying.

82. I found that although the "Misbah-úl-masáhat," a practical treatise on land surveying, had been ordained as a class book when the scheme of studies was revised, no intelligent application of its contents had been attempted in this Circle.

Distribution of rewards to Village Schools.

83. The fund placed at the disposal of Inspector is expended in the following manner:—(*a*), prizes to deserving students; (*b*), rewards to teachers whose work is conspicuous; (*c*), the expenses of boys coming from a distance to the examination; (*d*), sweetmeats to junior classes.

(*a*). It has hitherto been somewhat the custom to take the names of boys selected for prizes, and afterwards to send them their books through the Tahsíl or otherwise. I have myself been obliged to do this to some extent by a want of the necessary books. It is a very unsatisfactory mode of awarding prizes, as half the interest felt by the recipients is lost by the remoteness of their rewards. Here and there too one finds boys whose parents are well off, who would appreciate any little present other than the books read in their classes, to which the rewards have been almost restricted hitherto. The latter, again, are most suitable to boys who cannot afford to buy them; (*b* and *c*) are quite legitimate; and as it will be always impossible to avoid calling some boys in to centres of inspection, an expenditure will continue to be incurred under the latter head; (*d*), this practice is, I presume, confined to this Circle and to the Frontier Districts of Ráwálpindi. It seems necessary at present, but it is a questionable custom, and should, I think, be discontinued by the Educational Officer as soon as possible, and left to the District Officers, from whom it would be much more appropriate. An Inspector's reward should be confined, as far as practicable, to proficiency only.

Abridged translation of the Annual Report desirable.

84. Dr. Leitner's remark, that the Native Officers of the Department are not sufficiently interested nor in possession of an intelligent knowledge of the general working of the Department, is no doubt just. I would, with deference, suggest that, if practicable, such portions of the Annual Report as would be likely to interest the native subordinates of the Department should be translated and circulated to them.

Conclusion.

85. In accordance with the Government wishes and your own office reminder, I have submitted this Report as early as possible, and have not waited for the Reports of District Officers, usually received through the Commissioners of the Division; whatever there is of value in these I will hereafter submit under separate cover, and will at the same time forward a list of the names of native gentlemen whom they may mention as having given their assistance. In this office I find only the Tahsíldárs of the Jhang District, and of Alípúr, in the Mazaffargarh District, in addition to Syad Rahím Sháh, of Sarái Sidhú, and Chaudre Lik Rám, of Muzaffargarh, specially mentioned. I feel sure that the assistance of Deputy Commissioners has been accorded whenever required, though I have been too short a time in the Circle to speak from experience.

Notice of office establishment.

86. Mr. Thompson commends the services of Bábú Shám Lál and Munshí Nathu Mal of this office, and I have found them diligent and attentive to their duties. The statement called for by your Circular No. 9 of 21st February 1873 is attached.

From J. G. CORDERY, ESQ., *Offg. Director of Public Instruction Panjáb, to the Secretary to Government Panjáb, No.* 115 *dated Lahore, 9th May* 1873.

Memorandums on English books by Mr. Cordery, Revd. Forman, Revd. Gulliver.

In reply to your letter No. 72 C of 10th February 1873, I have the honor to submit the papers marginally noted, containing the Proceedings of the Committee appointed by his Honor the Lieutenant Governor for the review of the text-books now used in the schools of the Panjáb.

Arguments are given along with the recommendations.

2. The recommendations, which have been purposely worded in a brief practical form, were in most cases not arrived at without considerable discussion. It seems desirable, therefore, that a short account of the more important various views, weighed before a decision was reached, should be now given, and the same order in doing so will be adopted as was adopted in taking up the subjects one by one.

I.—PERSIAN TEXT-BOOKS.

Discussion about the diminution of Persian in the scheme of studies.

3. The Committee hardly thought it would be within their province to enter on the general question of the relative time to be allotted to the several subjects of instruction. They have not therefore embodied any of their opinions on this topic in their Resolutions. At the same time, as it could not but naturally arise in the course of their deliberations, some brief mention of it would not appear to be out of place in this letter. On no point, perhaps, was there so much divergence of opinion as on the prominent position at present occupied by Persian in the scheme of studies. Dr. Rahím Khán and Bábú Nobin Chandra Rái would go so far as to teach Urdú, Hindí and English to the almost entire exclusion of Persian. The Revd. C. W. Forman and Mr. Rodgers also were in favor of much diminution, and stated that it was much less taught in the Mission Schools than Government Schools. On the other hand, Mr. Brandreth and Mr. Cordery urged that we were chiefly dealing with a course framed for Vernacular and not Anglo-Vernacular Schools, and that it was impossible to place a competent English teacher in the vast majority of our schools. That where English was not taught or unknown, there Persian was amongst the class that would carry the education of their children at all beyond the elements so popular that if a man set up a school in which nothing else was taught, it would often fill at the expense of the Government School; and that the position in which it stood to Urdú, as well as the beauty and simplicity of its forms, rendered it manifestly the language to be preferred, if language was to be used at all as an instrument of education. At present it contains the only literature pleasurable to, and thoroughly appreciated by, the people; and it is not too much to say that were it not taught, we should lose all our pupils except those who are drawn by the pecuniary attractions of English. These considerations, which were supported by Muhammad Latíf, were allowed by all the members to weigh heavily in the balance; and the conclusion was to take up the books as they stood, and to leave the general question untouched.

Substitution of classical for modern expressions in the Second Persian Reader.

4. Some hesitation will be noted in the Resolutions relating to the Second Persian Reader. It mainly consists of short stories styled "Latifás," and it was held by some that these were of too enigmatical-pointed a character to be understood by children. But it was urged that this feature was essentially

consonant to the genius of the language ; that when understood, such stories were not easily forgotten ; and that in practice they could be made, and were found to be, a source of some interest and amusement. They were finally, therefore, left uncondemned. But at the same time the Committee desire to add that certain expressions occur in this work which are drawn over-much from the modern Persian, and that in the next edition expressions drawn from classical Persian should be substituted for these.

A good Persian Grammar required.

5. The absence of a good Persian Grammar was especially commented upon. That used in the Oudh Province is of a quite elementary character.

Expurgated editions of Gúlistán and Bostán to be used.

6. The recommendations made regarding all expurgated editions of the Gúlistán and Bostán are submitted to His Honor's especial notice. And the Ludiánah copy of the Gúlistán referred to is forwarded with this letter for his inspection. The Bostán is at present reserved until the Ludiánah Mission has been addressed on the question of its having been too much abbreviated. But it will be of no advantage offering these editions to the boys, except at a price below that at which full editions can be purchased in the bazárs. This varies at from two to four anas. And it is respectfully urged that the benefits that would result from gradually supplanting books that contain so much immorality, in a form so peculiarly captivating to the native mind, will be cheaply gained even at a loss of one or two anas on every copy sold.

Additions to Persian Selections.

7. It is believed that the additions proposed to the Persian Selections now used in the highest Middle School class will be popular, and if they be substituted for the extract from the Sháh Námah, will introduce into the book a variety in which it is now somewhat deficient.

II.—Urdu Books.

Urdú Books.

8. The two elementary books were considered to be sufficiently adapted to their objects, with one or two proposed alterations, which explain themselves. But, with regard to the Third Book, it was unanimously agreed that the gap between it and the Second Book was far too wide. The adoption of the Third Reader, now in use in Oudh, would, it is believed, remedy this defect. A desire was expressed that Urdú should be read longer than it is now, instead of being only written in the upper classes ; and the principle of this change was supported by the Officiating Director. Mr. Forman thought that the present Third Book, if given to more advanced boys, was in itself not an inferior text-book.

III.—Arabic Books.

Arabic Books.

9. These have been put together entirely with a view to the Calcutta course, which has the full approval of Arabic scholars. The removal of one passage in the Selections is recommended on moral grounds, but otherwise no change is desired. With regard to the Grammar, there is no pressing want; and the translation of Dr. Wright's, which that Professor has stated he is preparing, may be awaited. Dr. Rahím Khán also noted the anomaly of a commencement of Arabic being made in the

7th class, whereas, from some Muhammadan Middle Schools, boys might pass on into the Upper Schools already well grounded in the elements of that language. But it was finally admitted that this was inevitable.

IV.—English Books.

English Books.

10. In this branch the Committee think it desirable to forward, for His Honor's consideration, the minutes made by the Sub-Committee, *in extenso*. They fully concur in the main position taken up by Mr. Cordery, *viz.*, that the subjects treated of in early English Readers should be such as can easily be realized by, and brought home to the imaginations of, native boys. And they certainly believe that this view is not out of harmony with the greater stress laid by Mr. Forman on the necessity of impressing the great lessons of simple morality upon their minds in these early lessons. But some slight difference of opinion between these two members is perceptible as to the extent to which topics of an extra Indian character can be safely introduced. Probably Mr. Forman judges mainly from his experience of the operation of English lessons taught by, or under the immediate superintendence of, English gentlemen; Mr. Cordery from his observation of the working of native teachers. And on this subject Mr. Rodgers dwelt specially upon the pressing need of an Anglo-Vernacular Normal School.

The present Readers are unsuitable. New ones must be prepared in India.

11. But on two points the Committee were agreed; (1), that the present four Readers are positively ill calculated to enable native boys to learn a free intelligible and idiomatic use of English; and (2), that a new course ought to be prepared within the country, or by men who thoroughly know it, and who will accept the main principles now advocated.

English Grammar specially adapted to natives is required.

12. Concerning English Grammar, the Committee also would express their belief in Mr. Gulliver's theory, that it is not the formal, analytic, and somewhat pedantic divisions and subdivisions of parts of speech which should be taught to a native youth, but the construction of sentences and the principles of a progressive syntax. This also harmonizes with Mr. Cordery's suggestion, that one of the principal points to be impressed is the *rationale* of the contrasts in English as compared with Vernacular constructions and idioms. But here again it is nothing short of the preparation of a new work that can be recommended.

V.—Hindi Books.

Extension of Hindí books.

13. The school scheme in this subject met with approval so far as it went, and the suggestions of the Committee are limited to supplying such admitted deficiencies as the want of a good work on Mensuration, and the adoption of books for the 5th and 6th classes, when Hindí Schools carry pupils above the 4th. The present thinness of the Hindí course is accounted for by the fact that pupils who enter upon these classes are not in this province of a rank that, as a rule, cares to go beyond the elements.

VI.—Sanscrit Books.

Sanscrit books.

14. These stand in precisely the same position as the Arabic text-books. And there is the same slight amount of difficulty respecting the choice of a Grammar. There are two or more candidates for the place; and the Committee have taken steps to refer the decision upon their merits to the Professors concerned.

VII.—Historical Books.

A new History of India is required, the present book being very faulty.

15. On the English standard books adopted with an eye to the University requirements the Committee have nothing to remark. The Vernacular text-books on this subject are two,—the Wáqiát-i-Hind or History of India, and the Kisus-i-Hind or stories from Indian History. These have been carefully and ably analyzed by Mr. Rodgers, who has undoubtedly brought into due prominence many gross inaccuracies, especially in the Wáqiát-i-Hind. It will be gathered from the Resolutions that the Committee freely admit the existence of these defects, though in the Kisus-i-Hind they are for the most part only *omissions* justified by the plan of the work. And the preparation of a History of India in the Vernacular is a great desideratum, on which they have submitted their opinion clearly enough, and which cannot be too soon supplied. But the present works have the advantage of being written in an Urdú which is liked, and which carries boys along with it; and in the absence of any better work they can only suggest the removal of any glaring defects from the Wáqiát-i-Hind when it is reprinted, and the continuance of its use in that form until a better history is written. Of the other work they express a very favorable opinion.

VIII.—Geographical Works.

In the present text-book the parts relating to Asia and India need amplification.

16. The Miftah-ul-arz, the work at present in use, has the great defect of giving Europe the same prominence, as, compared with Asia and India, that it naturally has in English text-books. All the parts that deal with Asia require re-writing. And the lists of countries and cities need to be enlivened by descriptions and illustrations. The insertion of suggestive questions respecting the inter-communications of different nations at the end of each section, but without their answers, would have an excellent stimulating effect. But with regard to the sections on scientific geography, the Committee hold that the work is not inferior to what can be expected and understood. The failure of pupils in these subjects must be due to the incapacity of teachers, not to the faults of the text-book, and they have therefore advised the introduction of Pritchard's Physical Geography, a work somewhat too expensive for ordinary schools, into the Normal Schools of the Province; for a teacher who has mastered that little work ought to be able to teach the subject sufficiently well from the Miftah-ul-arz.

IX.— Mathematical Works.

In the present text-book the introduction of English coins and of the measures of length and weight is injudicious.

17. The Arithmetic is an adaptation of Barnard Smith's work, and the members of the Committee, qualified best to form a judgment, state that they know of no better elementary treatise. Nor is there any ground of complaint against the manner in which the translation has been done. For India, however, this edition is not free from the same fault which, in one shape or other, pervades so many of our school text-books. It seems simply preposterous that sums should be set in English coin and wine measures; and, unless Government is desirous of familiarizing the introduction of the present European scales, even the use of tons and cwts. instead of maunds and seers is hardly justifiable in Village Schools. The Committee is aware that this is due to the requirements of the University Entrance Examinations; and, perhaps, in a few measures, *e. g.*, those of length and space, the instruction of the country in the adoption of established miles, acres and furlongs, in lieu of the fluctuating

cós, bígah and kanál, may be desirable. Still the absence of familiar native scales is not calculated to render the study palatable either to parents or children.

Translation of Euclid is deficient in some particulars.

18. The translation of Euclid appears to the Committee to be deficient in deductions and analysis, but in other respects to have been well done.

Algebra is full of misprints.

19. The Algebra is arranged and translated on a well conceived plan, but is so full of misprints that the Committee are inclined to recommend the condemnation of the present edition. At any rate, a reprint should be commenced at an early date.

Translation of Todhunter's Mensuration to be adopted.

20. The present Vernacular treatise on Mensuration is a very inadequate work. This is admitted by all concerned; and translation of Todhunter's work on that subject is recommended. This will also enable Vernacular students to continue this study further than they have now any opportunity of doing.

Recapitulation of the recommendations.

21. The order in which the Committee would desire the recommendations to be acted upon, so far as funds admit, is as follows:—

I.—As soon as possible, and simultaneously,—

Preparation of new English Readers.
Translation of Todhunter's Mensuration.
Adoption of a new Third Urdú Book.
Adoption of expurgated editions of Gúlistán and Bostán.
Revision of the Wáqiát-i-Hind.

II.—Revision of the Miftah-ul-arz.

III.—Preparation of a new English Grammar.
Ditto Persian do.

Writing of new Vernacular History of India.

The remainder of their proposals can be carried out, as the present editions of the different works concerned are exhausted.

Translation of English works to be entrusted to competent persons.

22. The Committee do not now make specific proposals as regards the means by which any of these suggestions might be carried into effect. But they have recorded their general opinion that the plan of assigning each task to some men believed to be competent, with the promise of an adequate reward when the work is completed and approved, is preferable to any other.

Loss on the stock of English Readers which are condemned.

23. The only considerable loss involved in any of these measures is in the condemnation of the English Readers. Of these a large stock is in store: and if the new Readers could be ready for use a year hence, there will be a loss, after deducting that year's consumption, of about Rs. 3,500.

Foundation of an Anglo-Vernacular Normal College at Dehli at the expense of the Governments of the Panjáb, North-Western Provinces and Oudh.

24. The Committee have concluded by recommending the foundation of an Anglo-Vernacular Normal College at Dehli, to which the North-Western Provinces and Oudh, as well as the Panjáb, might send pupils to be trained as masters. They believe that in such an institution lies the only certain and sound remedy for the present deficiencies of our English teaching, and that, without it, placing better books in the hands of men who have not acquired the special art of using them to the best advantage, will prove inadequate. The expense of such a College would be considerable, but it is suggested that it might be shared between three Administrations without enlarging it to unmanageable dimensions; and in such case the benefit of European training would be so widely extended that a cost even of Rs. 8,000 or Rs. 9,000 a month no longer appears excessive.

No. 4516.

FROM

T. H. THORNTON, ESQUIRE,

Secretary to Government, Panjáb, and its Dependencies.

To

C. PEARSON, ESQUIRE,

Officiating Director Public Instruction, Panjáb.

Dated 3rd December 1873.

Home.

SIR,

The Lieutenant Governor has under consideration Mr. Cordery's letter No. 115 dated 9th May, submitting the Proceedings of the Committee named in the margin, appointed by His Honor for the revision of the text-books now used in the schools of the Panjáb. The further communications expected in regard to the expurgated edition of the Bostán and the Sanscrit Grammar, referred to in paras. 6 and 14 of his letter, have not been received, but His Honor is anxious not to delay further any action that can be taken upon the important suggestions made.

A. Brandreth, Esq.
Revd. C. W. Forman.
C. R. Rodgers, Esq.
J. G. Cordery, Esq.
Revd. E. H. Gulliver.
Dr. Rahím Khán "Khán Bahádar."
Bábú Nobin Chándra Rái.
Lála Thákar Dás, B. A.
Muhammad Latíf.

2. The Lieutenant Governor, I am desired to state, concurs generally in all the conclusions at which the Committee have arrived, and he is prepared to give effect at once to such recommendations as can be fitly dealt with by the Local Government. Accordingly, His Honor directs—

(1). That from the 1st January next the Third Urdú Reader, in use in the Province of Oudh, be substituted for the Panjáb Third Reading Book.

(2). That so soon as practicable, the edition of the Gulistán and Bostán, now in use in Government schools, be no longer used, and that either the expurgated editions of those works published at the Ludiánah Mission Press be adopted and sold at prices not exceeding 4 anas a copy, or, should there be practical difficulty in carrying out this proposal, that new expurgated editions be prepared by the Educational Department.

(3). The translation of Todhunter's Mensuration, which His Honor understands has been brought out by Munshí Zaka-úllah, Professor of Mathematics in the Muir College at Allahabád, should also be adopted from 1st January.

(4). A revised edition of the *Miftah-ul-arz*, in which the defects pointed out in para. 16 of Mr. Cordery's letter may be avoided, might, His Honor thinks, be at once prepared by the translating staff of the Curator of the Government Book Depôt.

(5). His Honor has no objection to the introduction of Pritchard's Physical Geography as a text-book for the students of Normal Schools, but he is informed that a series of Science Primers is now being brought out under the editorship of Professor Huxley, and it may be well to see whether the number of this series relating to Physical Geography may not be preferable to Pritchard's work.

(6). With regard to the proposed revision of the *Wáqiát-i-Hind*, it is understood that you are in correspondence with Professor Lethbridge, of Calcutta, regarding the preparation of an Urdú version of his lately-issued History of India, which is believed to be found well-adapted for schools in all the Provinces of India where it has been introduced as a text-book. If this could be arranged for, it will probably obviate the necessity of a revision of the *Wáqiát-i-Hind*.

(7). With regard to the Manual of Arithmetic, His Honor is informed that the late edition of the work is not open to the objection urged in para. 17. If such is the case, no further revision of this text-book seems called for.

(8). A reprint of the treatise on Algebra should be taken in hand at once by the Director.

3. With regard to the remainder of the Committee's proposals, His Honor entirely concurs in the desirability of preparing an entirely new set of English Readers, and he thinks the plan suggested, *viz.*, that the work should be entrusted to persons competent to make the selections, with the promise of adequate reward when the work is completed and approved, is the best that can be adopted; but the difficulty of finding persons with leisure and ability to undertake the task is great, and His Honor must leave this important part of the Committee's proposals, together with their suggestion for the preparation of the new Urdú-Persian and Urdú-English Grammar, for the consideration and orders of the Government of India, to whom the report of the Committee and copy of this reply will be submitted.

4. The suggestion regarding the establishment of the Anglo-Vernacular College at Dehli, referred to in the concluding para. of the Officiating Director's letter, must be reserved for separate consideration.

5. His Honor would now remark upon a subject which has not been touched upon by the Committee, but which seems to the Lieutenant Governor worthy of the consideration of those who conduct the Educational Department of this Province. It is the almost total absence of *Urdú Poetry* from the selection contained in the Urdú text-books now in use, or recommended by the Committee; yet the value of poetry as a means of education cannot be doubted; while the number and variety of native popular songs and ballads current in the Province,—some of them recited by mirásís at village gatherings, or by

hereditary bards, others sung by the members of a household on occasions of domestic festivity or sorrow,—show how fully the natives of the Panjáb appreciate and make use of poetry in the expression of joy, of sorrow, or of satire. Under these circumstances I am to suggest for your consideration, whether it would not be possible to introduce into the course of instruction in our village and zillah schools, a book of Urdú poetical selections of a moral, didactic, or descriptive character. Possibly, selections of this character might be made from the works of Sauda, Mír Takí, Miskín, Zauk or Ghálib. Should such selection be unobtainable from the authors above-mentioned or from other extant poems, I am to enquire whether it would be possible to arrange for the preparation of a volume of poems composed expressly for the use of schools by poets of the present day. If in this way the Government school could be made the means of improving the moral tone of native secular poetry, and gradually supplanting the puerile effusions now too current, a very good work would be accomplished.

6. In conclusion, the Lieutenant Governor desires that an expression of his cordial thanks be conveyed to the members of the Committee for the satisfactory manner in which they have discharged the important duty entrusted to them, and especially to Mr. Cordery, who first suggested the appointment of the Committee, and has reported the Proceedings with great clearness and ability.

STATEMENTS.

EDUCATION B. I.

Results of Examinations of the University of Calcutta and the Panjáb University College as regards the Panjáb for the year 1872-73.

NATURE.	Number of affiliated Colleges.	Number of their students.	Number of candidates.	Average age.	Educated in		Religion.				Passed in			Net cost to Government.			REMARKS.
					Government Schools.	Private Schools.	Christians.	Hindús.	Muhammadans.	Others.	First Division.	Second Division.	Third Division.				
CALCUTTA UNIVERSITY.																	
Entrance Examination	...	...	54	18	21	33	6	39	6	3	4	15	3	2,480	3	8	
First Examination in Arts			25	20	25	...	...	23	...	2	1	1	8	6,303	0	2	
B. A. Examination	2	88	14	21	14	...	1	13	...	...	2	4	2	5,080	5	7	
M. A. Examination			1	21	1	...	...	1	...	...	...	1	...	621	13	11	
PANJAB UNIVERSITY COLLEGE.																	
Entrance Examination	...	...	62	20	35	27	...	34	28	...	Thirty seven			*3,815	6	11	* The cost of education of five students in the Lahore University College is not included.
First Examination in Arts	...	...	11	20	11	...	1	7	...	3	Seven			2,529	10	2	

N. B.—The cost of education of the five students who passed the Entrance Examination, and of three who passed the First Arts Examinations of both the Calcutta University and the Panjáb University College, has been included in one place only, viz., under the Calcutta University.

EDUCATION

General Statement of Educational Institutions in the

Class of Institution.	1	2	3	4	5	6	7	8	9	10
	Government Institutions.									
	Number.	Number of students on the rolls.	Average attendance daily.	Average age.	Teachers. Christians.	Teachers. Others.	Income. Public Funds.	Income. Educational Cess Fund	Income. Fees.	Income. Total.
Colleges										
Arts	2	88	84	20	7	4	61,417 7 9	... ...	1,944 0 0	63,361 7 9
Boys' Schools.										
Higher	6	318	202	17	8	18	51,337 14 3	... .	2,173 15 0	53,511 13 3
Middle	122	12,106	9,574	12	10	404	1,39,397 0 5	... .	8,582 14 0	1,47,979 14 5
Lower	1,073	49,997	39,171	18	...	1,289	1,59,265 2 0	... . ..	5,379 13 7	1,64,644 15 7
Girls' Schools.										
Higher	...	...	...	...	...	...	... .	.. . ..	... ...	... ...
Middle	...	...	...	...	...	...	... .	... ..	... ...	... ...
Lower	91	2,303	2,053	9	...	97	8,315 0 1	... .	11 7 0	8,326 7 1
Normal Schools.										
For Masters	3	201	167	22	2	15	29,585 7 3	... .	... .. .	29,585 7 3
For Mistresses	...	...	...	...	...	...	... .	... .	... .. .	... .
Total ...	1,297	65,013	51,251	16	27	1,827	4,49,317 15 9	... ...	18,092 1 7	4,67,410 1 4

B. II.

Province of the Panjáb for the year 1872-73.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
			PRIVATE INSTITUTIONS, AIDED OR UNAIDED.														
Number of persons instructed in			*Class.*						*Income.*			*Number of persons instructed in*					
English.	Vernacular.	General.	General.	Hindús.	Muhammadans.	Christians.	Total.	Average attendance daily.	From Endowment.	From fees.	From Government grant.	English.	Vernacular.	General.	Grand total of Schools.	Grand total of average attendance.	Proportion of attendance to population.
88	...	88	...	...	...	...	...	...	...	...	...	...	...	...	2	84	·000
318	4	318	9	...	...	1	10	1,733	32,879 3 9	10,376 12 ...	31,833 4 ...	1,850	1,578	2,286	16	1,935	·01
2,801	10,233	12,106	45	1	...	2	48	4,255	44,225 13 4	9,701 10 3	52,669 5 7	2,016	4,129	5,227	170	13,829	·08
183	44,659	49,997	187	...	...	1	188	9,067	24,296 2 7	9,419	31,238 ... 5	1,459	8,384	11,247	1,261	48,238	·27
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	5	5	203	4,145 0 9	7,195 3 0	10,262 3 2	208	...	...	5	203	·001
...	1,737	...	31	132	63	3	229	5,371	27,432 11 2	1,306 0 0	22,541 15 3	103	1,830	...	320	7,424	·04
...	201	201	1	...	...	...	1	21	3,174 11 9	... ...	1,800	1	24	24	4	188	·001
...	...	...	5	...	...	...	5	175	7,026 6 ..	... ...	14,801 9 9	...	226	...	5	175	·001
3,390	56,834	62,710	278	133	63	12	486	20,825	1,43,180 1 4	37,938 9 3	1,65,146 6 2	5,637	16,171	18,784	1,783	72,076	·41

*Population 17,611,498.

General Comparative Statement of Statistics for

1		2	3	4	5	6			7		
		Number of institutions.	Number of scholars on the rolls at close of the year	Average number of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.			Expenditure from Provincial Services.		
Government Institutions.						Rs	A	P.	Rs.	A	P.
Colleges ...	1871-72	2	112	105	90	69,418	15	5	59,690	9	5
	1872-73	2	88	97	84	70,551	11	9	61,417	7	9
Schools of Higher Class	1871-72	5	283	222	180	43,619	14	2	39,721	12	8
	1872-73	6	318	269	202	52,253	11	8	51,337	14	3
Schools of Middle Class	1871-72	103	10,026	9,385	7,856	1,31,967	13	1	1,03,632	10	3
	1872-73	122	12,106	11,465	9,574	1,59,826	15	11	1,39,397	0	5
Schools of Lower Class	1871-72	1,060	44,667	43,666	35,724	1,65,871	14	7	13,335	6	7
	1872-73	1,046	45,556	43,623	35,160	1,71,064	6	7	1,59,265	2	0
Female Schools ...	1871-72	125	2,984	3,030	2,573	13,475	10	2	6,111	2	11
	1872-73	91	2,303	2,423	2,053	10,315	13	3	8,315	0	1
Normal Schools ...	1871-72	3	217	218	187	29,608	0	3	11,609	8	3
	1872-73	3	201	203	167	29,585	7	3	29,585	7	3
Jail Schools ...	1871-72	27	4,424	4,406	3,887	5,932	11	3	...	...	...
	1872-73	27	4,441	4,447	4,011	6,080	8	10	...	...	...
TOTAL ...	1871-72	1,325	62,713	61,032	50,497	4,59,894	14	11	2,34,101	2	1
	1872-73	1,297	65,013	62,527	51,251	4,99,678	11	3	4,49,317	15	9
Aided Institutions.											
Schools of Higher Class	1871-72	11	2,629	2,487	2,081	73,357	7	10	33,012	8	3
	1872-73	10	2,286	2,196	1,733	73,029	3	9	31,833	4	0
Schools of Middle Class	1871-72	50	4,991	4,919	4,066	1,11,787	2	5	50,410	7	3
	1872-73	48	5,227	5,222	4,255	1,06,596	13	2	52,669	5	7
Schools of Lower Class	1871-72	166	10,847	10,623	8,670	67,519	6	4	27,635	11	2
	1872-73	188	11,247	11,412	9,067	64,953	3	0	31,238	0	5
Female Schools ...	1871-72	314	8,095	8,343	6,646	65,972	12	2	29,153	9	5
	1872-73	234	6,353	7,257	5,574	72,883	1	4	32,804	2	5
Normal Schools ...	1871-72	6	242	218	183	27,398	3	7	16,582	13	8
	1872-73	6	250	236	196	26,802	11	6	16,601	9	9
Indigenous Schools ...	1871-72	...	...	...	...	987	6	4	987	6	4
	1872-73	...	...	...	...	...	...	...	...	...	...
TOTAL ...	1871-72	547	26,804	26,590	21,646	3,52,022	6	8	1,57,782	8	1
	1872-73	486	25,363	26,323	20,825	3,46,265	0	9	1,65,146	6	2
General Establishments	1871-72	...	...	...	...	2,13,344	15	10	2,07,198	3	2
	1872-73	...	...	...	...	1,99,501	3	10	1,98,202	0	0
Buildings ...	1871-72	...	...	...	...	21,788	2	0	4,297	13	6
	1872-73	...	...	...	...	14,106	3	8	11,050	6	4
TOTAL ...	1871-72	...	...	...	...	2,35,133	1	10	2,11,496	0	8
	1872-73	...	...	...	...	2,13,607	7	6	2,09,252	6	4
GRAND TOTAL ...	1871-72	1,872	89,517	87,622	72,143	10,47,050	7	5	(a)6,03,379	10	10
	1872-73	1,783	90,376	88,850	72,076	10,59,551	3	6	(b)8,23,716	12	3

Note.—In compiling the Statement for 1873-74, the expenditure from Public Works Department Endowment and

1871-72 *and* 1872-73 *inserted in the body of the Report.*

8			9			10			11			
Expenditure from District Fund, *i. e.*, Educational Cess and Local Rate.			Expenditure from other sources.			*Annual cost of educating each pupil.* Total cost.			Cost to Government.			
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
...	...	...	9,728	6	0	661	2	1	568	7	8	As a distribution of the expenditure between Provincial Services and District Fund was not made in 1872-73, the whole expenditure from all sources is shown in column 7.
...	...	...	9,134	4	0	727	5	5	633	2	9	
2,628	13	11	1,269	3	7	196	7	9	178	14	10	
...	...	...	915	13	5	194	4	0	190	13	7	
16,916	13	6	11,418	5	4	14	0	11	11	0	8	
...	...	...	20,429	15	6	13	15	1	12	2	6	
1,42,816	2	9	9,720	5	3	3	12	9	0	4	10	
...	...	...	11,799	4	7	3	14	8	3	10	5	
6,030	13	2	1,333	10	1	4	7	1	2	0	7	
...	...	...	2,000	13	2	4	4	1	3	6	11	
17,998	8	0	...	...	...	135	13	0	53	4	5	
...	...	...	...	...	...	145	11	10	145	11	10	
...	...	...	5,932	11	3	1	5	6	...	...	...	
...	...	...	6,080	8	10	1	5	11	...	...	...	
1,86,391	3	4	39,402	9	6	...	...	...	...	...	...	
...	...	...	50,360	11	6	...	...	...	...	...	...	
...	...	...	45,344	15	7	31	8	1	13	4	5	
...	...	...	43,195	15	9	34	2	8	14	7	11	
652	0	0	60,724	11	2	22	11	7	10	3	11	
...	...	...	53,927	7	7	20	6	7	10	1	5	
3,521	10	9	36,362	0	5	6	5	8	2	9	7	
...	...	...	33,715	2	7	5	11	1	2	11	10	
...	...	...	36,819	2	9	7	14	6	3	7	10	
...	...	...	40,078	14	11	10	0	8	4	8	4	
...	...	...	10,815	5	11	125	10	10	76	1	1	
...	...	...	10,201	4	9	113	9	2	70	5	6	
...	...	...	...	...	...	...	...	...	...	...	...	Indigenous schools which receive grants-in-aid are included in Aided Schools of the Lower Class.
...	...	...	...	...	...	...	...	...	...	...	...	
4,173	10	9	1,90,066	3	10	...	...	...	...	...	...	
...	...	...	1,81,118	10	7	...	...	...	...	...	...	
5,609	2	8	537	10	0	...	...	...	...	...	...	
...	...	...	1,299	3	10	...	...	...	...	...	...	
15,280	0	0	2,210	4	6	...	...	...	...	...	...	
...	...	...	3,055	13	4	...	...	...	...	...	...	
20,889	2	8	2,747	14	6	...	...	...	...	...	...	
...	...	...	4,355	1	2	...	...	...	...	...	...	
2,11,454	0	9	2,32,216	11	10	...	...	...	...	...	...	
...	...	...	2,35,834	7	3	...	...	...	...	...	...	

Grants-in-aid			1,65,146 0 0
Add—Building grants			34,232 0 0
Hill School Nomination Endowment Fund grants...			373 0 0
Panjáb University College ...			21,000 0 0
			55,605 0 0
Grand Total			2,20,751 0 0
(*a*)			6,03,379 10 10
Add grants to endowment and building funds			13,474 11 0
			6,16,854 5 10
(*b*)			8,23,716 12 3
Add—Building grants			34,232 0 0
Hill School Nomination Endowment Fund grant			373 0 0
Grant to Panjáb University College			21,000 0 0
Total			8,79,321 12 3

Building grants, grant to Panjáb University College, and Hill School Nomination Endowment grant, will be incorporated in the body.

Statement of the Government Colleges

1		2	3	4	5	6	7	8	9	10	11	12	13
				No. of students on rolls at close of the year.							*Teachers.*		
	DISTRICT.	NAME OF INSTITUTION.	When established.	Hindús.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.
1	Dehli ..	Government College	1st May 1864	33	3	...	36	45	38	19½	3	2	Rs. 2
2	Lahore ..	Ditto ...	1st Jany. 1864	36	7	9	52	52	46	20	4	2	Rs. 2
		TOTAL ..	..	69	10	9	88	97	84	20	7	4	...

In the Dehli College the expenditure from other sources in Column 16 includes 3,120 scholarships given by the
In the Lahore College the expenditure from other sources in Column 16 includes 4,852-4 „ do.

in the Panjáb for the year 1872-73.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.												Amount collected in fees.			*No. of pupils instructed in*						
From public funds.			From Educational cess.			Other sources.			Total.						English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Mahájní, &c).	Arabic.	Persian.	Sanskrit.
27,984	1	4	...	...	...	3,540	0	0	31,524	1	4	904	0	0	36	...	...	...	5	20	11
33,433	6	5	....	...	..	5,594	4	0	39,027	10	5	1,040	0	0	52	...	...	...	23	13	16
61,417	7	9	...	...	...	9,134	4	0	70,551	11	9	1,944	0	0	88	...	...	...	28	33	27

Panjáb University College, and 420 Gubbin's scholarships.
do. do. 442 scholarships from Dhalip Singh's donation, and 300 a private scholarship.

Statement of the Government Schools

1		2	3	4	5	6	7	8	9	10	11	12
				Number of pupils on rolls at close of the year.							*Teachers.*	
	DISTRICT.	NAME OF INSTITUTION.	When established.	Hindús.	Muhammadans.	Others.	Total.	Average No of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
		Ambálah Circle.										
1	Dehli	Upper Zil' School ...	1st May 1859	97	11	...	108	96	68	17	2	3
		Lahore Circle.										
1	Lahore	Upper Zil' School ...	1st April 1860	55	12	...	67	57	41	18	1	4
2	...	Anglo-Oriental School	June 1870	19	12	3	34	43	31	18	...	4
3	Amritsar ...	Upper Zil' School ...	19th May 1851	46	13	6	65	43	37	19	3	2
4	Hoshiárpúr ...	Upper Zil' School ...	Jan. 1872	19	4	1	24	14	12	17	1	2
		TOTAL ...	...	139	41	10	190	157	121	18	5	12
		Ráwalpindi Circle.										
1	Gujrát	Upper Zil' School ...	October 1872	11	8	1	20	16	13	17	1	3
6		GRAND TOTAL ...	...	247	60	11	318	269	202	17	8	18

of the Higher Class for the year 1872-73.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure.															*No. of pupils instructed in*						
Monthly rate of schooling fee.	From public funds.			From Education Cess			Other sources.			Total			Amount collected in fees.			English.	Urdú	Hindí (Nágrí)	Hindí (Landé, Mahájní, &c).	Arabic.	Persian.	Sanskrit.
5 Rs. to 12 as	11,971	1	11	...	...	...	248	12	10	12,219	14	9	848	6	0	108	4	...	...	43	...	61
5 Rs. to 12 as	15,795	0	10	...	...	...	45	8	0	15,840	8	10	629	8	0	67	...	...	...	28	20	19
5 Rs. to 4 as	6,388	7	1	...	...	...	...	.	...	6,388	7	1	346	2	0	34	...	...	...	21	...	13
1 Re to 8 as	11,965	15	7	...	..	...	...	...	.	11,965	15	7	251	0	0	65	...	...	...	36	...	29
8 to 4 as.	4,079	5	2	...	...	...	17	9	9	4,096	14	11	68	15	0	24	...	...	...	14	...	10
...	38,228	12	8	...		...	63	1	9	38,291	14	5	1,29	9	0	190	...	...	...	99	20	71
4 as. to 12 as	1,137	15	8	...	...	...	603	14	10	1,741	14	6	30	0	0	20	...	...	..	8	...	12
...	51,337	14	3	...	...	...	915	13	5	52,253	11	8	2,173	15	0	318	4	...	...	150	...	144

Statement of the Government Schools of the

1		2	3	4	5	6	7	8	9	10	11	12	13
	District.	Name of Institution.	When established	No. of students on rolls at close of the year: Hindus.	Mahammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers: Christians.	Others.	Monthly rate of schooling fee.
		Ambálah Circle.											
1	Dehli	Zila School, Middle Department	1st May 1859	164	21	1	186	167	136	13		8	5 Rs to 6 as.
2		Anglo-Arabic School	1st February 1872	2	68		70	62	47	12	1	7	1 Re to 1 ana
3	Karnál	Zil School	23rd October 1856	41	27		68	55	36	14		5	1 Re to 2 anas.
4	Gurgáon	Zil School at Rewári	1st June 1857 ...	107	28		135	102	86	11	...	5	Ditto.
5	Ambalah	Zil School at Jagádhri	1st June 1858	44	14	3	61	52	45	1[illegible]		5	1 Re to 4 anas.
6		Zil School at Rúpar	1st July 1867	40	11	4	55	49	40	17		4	1 Re to 1 ana.
7	Simla	Zil School	1st March 1848	15	8		23	25	20	14	1	2	Ditto.
8	Hissár	Zil School at Bhiwáni	24th October 1857	38	3		41	35	26	17		4	8 to 1 ana.
9	Rohtak	Zil School	6th December 1856	42	19	1	62	46	38	15	1	4	1½ Re. to 2 as.
		Total ...	...	49	199	9	701	593	474	14	3	42	...
1	Dehli	Arab Sarái Vernacular School	4th March 1848	29	14		43	42	35	1		2	2 to 1 ana.
2		Najafgarh ditto	1st December 1857	100	25		125	108	80	1[illegible]		3	Ditto.
3		Sonepat ditto	January 1872	42	27	1	70	65	60	12		3	Ditto.
4		Balabgarh ditto	28th September 1859	81	24	1	106	98	80	1	...	3	Ditto.
5		Faridábád ditto ...	ditto ...	58	12		70	72	57	11	...	3	Ditto.
		Total .	...	310	102	2	414	387	313	11	.	14	. .
6	Karnál	Pánipat Vernacular School	6th June 1856	8	8		97	120	98	1[illegible]		5	4 to 1 ana.
7		Kythal ditto	ditto	17	15	2	190	205	65	12		5	8 to 1 ana
8		Pondri ditto	ditto	47	53		100	78	75	11		2	1 ana.
9		Kunjpurah ditto	January 1873	20	34	..	54	54	50	1		2	Ditto.
		Total ..	...	329	110	2	441	457	388	12		14	
10	Gurgáon	Hasanpúr Vernacular School	January 1872	67	55	2	122	107	81	10	.	4	2 to 1 ana.
11		Panahana ditto	ditto ..	79	15		94	72	62	12	..	4	Ditto.
		Total ...	..	144	70	2	216	179	143	1[illegible]	.	8	
12	Hissár	Hissár Vernacular School	...	59	16		75	91	72	10	.	4	2 to 1 ana.
13		Hansi Ditto	1st April 1872 ...	49	16		65	69	53	10		4	Ditto.
		Total ..	. .	108	32		140	160	125	10		8	..
14	Rohtak	Gohána Vernacular School	25th January 1860	82	46		128	106	93	12		3	2 to 1 ana
15		Bahádurgarh ditto	ditto	11	57		170	160	110	11		3	Ditto.
16		Mehm ditto	21st July 1857 ..	99	30		129	123	94	11	. .	3	Ditto.
17		Badli ditto	January 1872 ..	79	6		85	82	64	11		3	Ditto.
		Total ...	...	271	139		518	471	361	11		12	. .
18	Sirsa	Sirsa Vernacular School	1st September 1859	8	55	4	142	141	103	8		7	4 to 1 ana.
19		Fazilká ditto	April 1872	8	11	.	94	88	66	9		4	Ditto.
		Total		166	66	4	236	229	169	8	.	11	
20	Ambálah	Shahábád Vernacular School	3rd December 1856	92	7	7	174	170	141	10		5	1 ana.
21		Thanesar ditto	ditto .	52	15	1	68	94	75	10		2	Ditto.
22		Ládwah ditto ..	April 1872	96	18	2	116	108	91	11		3	Ditto.
23		Búriyah ditto .	3rd December 1856	72	23	6	101	111	106	15		3	Ditto.
24		Biláspúr ditto ..	April 1872	31	20	5	56	69	57	12		2	Ditto.
25		Sadhaurah ditto ..	26th June 1856 ...	79	70	.	152	154	140	10		3	Ditto.
26		Manimájrah ditto .	ditto	63	14	4	81	71	68	1[illegible]		2	Ditto.
27		Bhareli ditto ..	ditto ..	1	48		50	71	61	10		2	Ditto.
28		Murandá ditto .	ditto .	16	36	1	53	50	35	11	..	1	Ditto.
29		Babyal ditto ..	ditto ..	40	18	6	64	62	51	11	..	2	Ditto.
		Total		544	338	37	917	960	825	11		2[illegible]	
30	Ludiánah	Gújarwál Vernacular School	22nd June 1856 ...	22	8	38	68	61	50	11		2	1 ana.
31		Raikot ditto	ditto	27	7	32	66	81	67	10	..	2	Ditto.
32		Malaud ditto	April 1872	19	9	9	37	40	35	14		2	Ditto.
33		Sidi ditto .	ditto	12	9	21	42	42	35	12		2	Ditto.
34		Machhiwárah ditto .	22nd June 1856	45	29	6	80	71	62	12		2	2 to 1 ana.
35		Dharar ditto	ditto	42	8	7	57	51	44	13	.	2	1 ana.
36		Bir Khurd ditto ..	February 1873 .	12	4	11	27	27	27	13		1	Ditto.
		Total	...	179	74	124	377	373	320	12		13	...
36		Total of Vernacular Schools .	...	2,159	9[illegible]1	169	3,259	3,216	2,649	11		103	...
45		Grand Total of Ambálah Circle .	...	2,652	1,130	173	3,961	3,809	3,123	12	3	145	..

Middle Class for the year 1872-73.

14	15	16	17	18	19	20	21	22	23	24	25	26
Expenditure.					*No. of pupils instructed in*							
From public funds.	From Educational Cess.	Other sources.	Total.	Amount collected in fees.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Mahájani, &c).	Arabic.	Persian.	Sanskrit.	REMARKS.
6,373 9 9	...	15 0 0	6,388 9 9	801 11 0	186	186	...	...	...	186	...	
...	...	5,117 2 8	5,117 2 8	169 5 0	70	...	...	...	70	60	...	
2,948 2 3	...	20 4	2,968 6 5	140 15 9	68	68	...	...	...	68	...	
3,379 1 7	...	25 0 0	3,404 1 7	297 15 8	135	...	...	...	...	135	...	
3,645 9 4	...	...	3,645 9 4	231 13 0	61	61	...	...	...	61	...	
2,559 7 3	...	...	2,559 7 3	116 8 0	55	...	...	...	...	55	...	
4,519 5 9	...	...	4,519 5 9	79 2 0	23	23	...	...	...	23	...	
3,195 12 9	...	...	3,195 12 9	112 0 0	41	...	...	...	...	41	...	
4,699 10 10	...	40 14 3	4,740 9 1	178 12 0	62	62	...	...	...	62	...	
31,320 11 6	...	5,218 5 1	36,539 0 7	2,131 2 5	701	400	...	...	70	696	...	
511 14 8	...	79 4 4	591 3 0	18 0 9	...	43	...	...	...	24	...	
612 9 0	...	19 6 0	631 15 0	47 8 0	...	65	80	8	...	21	3	
754 15 0	...	288 12 0	1,043 11 3	38 6 6	21	70		...	...	43	...	Contains an English Department.
558 3 6	...	60 10 0	618 13 6	35 15 0	...	68	41	...	...	33	...	
509 13 7	...	163 9 1	673 6 8	32 6 0	...	55	34	...	...	33	...	
2,947 7 9	...	611 10 2	3,559 1 11	172 4 3	21	301	155	8	...	154	3	
1,375 2 3	...	420 8 0	1,795 10 3	35 1 0	42	77	28	...	...	51	...	Ditto.
1,482 1 0	...	312 4 0	1,794 5 0	94 5 0	80	115	42	33	...	80	...	Ditto,
416 11 7	...	...	416 11 7	2 15 0	...	100	...	...	...	35	...	
67 4 0	...	...	67 4 0	0 3 0	...	54	...	...	...	18	...	
3,341 2 10	...	732 12 0	4,073 14 10	132 8 0	122	346	70	33	...	184	...	
920 15 8	...	37 5 6	958 5 2	45 11 0	...	77	45	...	...	34	...	
795 7 6	...	15 8 0	810 15 6	38 6 0	...	43	45	...	...	28	...	
1,716 7 2	...	52 13 6	1,769 4 8	84 1 0	...	126	90	...	...	62	...	
1,005 3 3	...	240 0 0	1,245 3 3	22 1 0	20	20	37	22	...	35	...	Ditto.
732 5 9	...	275 0 0	1,007 5 9	28 4 0	16	20	24	...	...	22	...	Ditto.
1,737 9 0	...	515 0 0	2,252 9 0	50 5 0	36	40	61	22	...	57	...	
697 4 9	...	108 5 3	805 10 0	37 3 0	...	108	33	...	...	66	...	
722 3 0	...	58 9 0	780 12 0	20 14 0	...	70	106	...	...	36	...	
635 2 6	...	12 0 0	647 2 6	17 8 0	...	78	51	...	...	47	...	
532 6 0	...	18 0 0	537 3 0	8 11 0	...	47	38	...	...	26	...	
2,587 0 3	...	183 11 3	2,770 11 6	84 4 0	...	303	228	...	...	174	...	
1,092 9 11	...	963 0 0	2,055 9 11	26 8 0	26	98	44	40	...	47	...	Ditto.
262 1 1	...	479 15 7	742 0 8	21 8 0	16	44	...	49	...	27	...	
1,354 11 0	...	1,442 15 7	2,797 10 7	48 0 0	42	142	44	89	...	74	...	
870 1 11	...	6 0 0	876 1 11	18 6 0	...	150	...	24	...	71	...	
577 7 11	...	14 0 0	591 7 11	7 1 0	...	59	14	...	...	21	5	
381 7 3	...	86 4 0	467 11 3	3 0 0	...	116	...	47	...	27	...	
417 9 7	...	85 0 1	502 9 8	4 15 0	...	61	...	40	...	19	...	
450 7 1	...	14 7 0	464 14 1	4 0 0	...	56	...	...	...	30	...	
612 7 5	...	99 14 6	712 5 11	21 7 0	...	98	...	54	...	48	...	
490 5 3	...	7 0 0	497 5 3	5 1 0	...	83	...	...	...	43	...	
422 15 3	...	10 8 0	433 7 2	0 9 0	...	50	...	...	...	23	...	
310 0 3	...	6 4 0	316 4 3	4 1 0	...	53	...	...	...	22	...	
452 0 1	...	17 12 6	469 12 7	4 11 0	...	64	...	...	...	24	...	
4,984 13 11	...	347 2 1	5,332 0 0	73 3 0	...	790	14	165	...	338	5	
486 7 7	...	2 11 3	489 2 10	13 7 0	...	68	...	...	...	23	...	
495 9 3	...	11 1 0	506 10 3	6 6 0	...	66	...	...	...	28	...	
274 6 6	...	100 0 0	374 6 6	17 6 0	...	37	...	...	...	22	...	
414 2 9	...	11 15 0	426 1 9	11 7 0	...	42	...	...	...	21	...	
342 2 9	...	213 5 0	555 7 8	32 8 0	...	80	...	...	...	40	...	
512 14 3	...	...	512 14 3	15 14 0	...	57	...	...	...	26	...	
15 1 0	...	...	15 1 0	1 1 0	...	27	...	...	...	16	...	
2,540 12 1	...	339 0 3	2,879 12 4	104 1 0	...	377	...	...	...	176	...	
21,210 0 0	...	4,225 0 10	25,435 0 10	748 10 3	221	2,425	662	317	...	1,219	8	
52,530 11 6	...	9,443 5 11	61,974 1 5	2,879 12 8	922	2,825	662	317	70	1,915	8	

Statement of the Government Schools of the

1	District.	2 Name of Institution.	3 When established.	4 Hindus.	5 Muhammadans.	6 Others.	7 Total.	8 Average No. of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Christians.	12 Others.	13 Monthly rate of schooling fee.
				No. of students on rolls at close of the year.							Teachers.		
		Lahore Circle.											
1	Lahore ..	Zil' School, Middle Department ..	15th April 1860 ..	98	77	1	176	122	92	15	1	7	2 Rs. to 6 as.
2	Gujránwála ..	Zil' School ..	11th May 1860 ..	47	34	1	82	66	51	17	1	4	1 Re. to 2 as.
3	Amritsar ..	Zil' School, Middle Department ..	19th May 1851 ..	128	72	27	227	230	207	15	1	10	ditto.
4	Gurdaspúr ..	Zil' School ..	1st April 1872 ..	47	27	18	92	101	92	9	..	6	4 to 1 anna.
5		Zil' School, Batálah ..	1st April 1857 ..	44	25	10	79	56	46	14	1	4	2 Rs. to 2as.
6	Jálandhar ..	Zil' School, Ráhon ..	22nd June 1860 ..	60	20	3	83	64	55	14	..	5	5 to 2 anas.
7	Hoshiárpur ..	Zil' School, Middle Department ..	27th June 1848 ..	124	26	4	154	126	100	15	1	5	1 Re. to 2 as.
8	Kangra ..	Zil' School at Núrpúr ..	1st November 1864	34	24	..	58	45	33	18	..	4	8 to 2 as.
		Total ..	..	582	305	64	951	810	676	14	5	45	..
1	Lahore ..	Kasúr Vernacular School ..	15th April 1856 ..	140	61	2	203	195	151	12	..	3	2 to 1 ana.
2		Patti ditto ..	1st November 1862	46	70	8	124	106	93	13	..	2	1 ana.
3		Sharakpúr ditto ..	17th May 1856 ..	25	76	5	106	70	54	9	..	2	2 to 1 ana.
4		Chúnian ditto ..	25th May 1856 ..	87	25	14	126	122	84	9	..	3	ditto.
		Total ..	..	298	232	29	559	493	382	11	..	10	..
5	Firozpúr ..	Kót I'zá Khán Vernacular School ..	May 1872 ..	48	16	1	65	65	47	9	..	2	1 ana.
6		Dharmkót ditto ..	1st June 1856 ..	77	49	4	130	125	114	10	..	4	ditto.
7		Zírah ditto ..	ditto ..	67	13	3	83	78	73	11	..	3	ditto.
8		Mogha ditto ..	22nd June 1856 .	33	12	32	77	80	71	12	..	3	ditto.
		Total ..	..	225	90	40	355	349	305	11	..	12	..
9	Gujránwála ..	Háfizábád Vernacular School ..	14th June 1856 ..	110	16	18	144	140	111	11	..	3	3 to 1 ana.
10	Amritsar ..	Majithah ditto ..	1st March 1858 ..	116	23	17	156	140	116	11	..	3	1 ana.
11		Verowál ditto ..	11th ditto ..	41	33	24	98	99	79	12	..	2	ditto.
12		Batálah ditto ..	..	33	17	50	100	100	95	10	..	2	ditto.
13		Fatehabád ditto ..	May 1872 ..	33	35	32	100	99	81	12	..	2	ditto.
14		Jahlabad ditto ..	ditto ..	43	32	..	75	78	67	11	..	2	ditto.
15		Ramdas ditto ..	ditto ..	80	6	5	91	79	67	10	..	2	ditto.
		Total ..	..	346	146	128	620	595	505	11	..	13	..
16	Shálkót ..	Zafarwál Vernacular School ..	6th August 1854 ..	88	62	1	151	165	126	10	..	6	1 ana.
17		Daskah ditto ..	1st June 1856 ..	47	45	15	107	109	100	10	..	3	ditto.
18		Pasrúr ditto ..	20th July 1856 ..	48	54	..	102	98	94	11	..	3	ditto.
19		Naunar ditto ..	6th August 1854 ..	37	25	..	62	59	52	9	..	2	ditto.
20		Jámki ditto ..	January 1872 ..	85	15	16	116	101	92	10	..	4	ditto.
21		Gotá ditto ..	6th August 1854 ..	49	23	9	81	89	69	13	..	2	ditto.
22		Kilah Sobáh Singh ditto ..	May 1872 ..	39	26	4	69	68	61	11	.	3	ditto.
23		Shankhatra ditto ..	..	58	29	3	90	83	75	10	..	3	ditto.
		Total ..	..	451	279	48	778	772	669	10	..	26	..
24	Gurdáspúr ..	Dinánagar Vernacular School ..	8th May 1856 ..	148	118	3	269	269	214	9	..	7	2 to 1 ana.
25		Kalánaur ditto ..	1st June 1857 ..	27	73	3	103	104	97	11	..	4	ditto.
26		Derah Nának ditto ..	17th ditto ..	103	8	8	119	121	94	13	..	4	ditto.
27		Kanjrúr ditto ..	8th May 1856 ..	95	16	..	111	103	88	10	..	3	ditto.
28		Pathánkót ditto ..	1st January 1872 ..	48	41	7	96	98	75	10	..	4	ditto.
		Total ..	..	421	256	21	698	695	568	10	..	22	..
29	Jálandhar ..	Karárpúr Vernacular School ..	..	106	16	14	136	131	112	13	..	5	3 to 1 ana.
30		Nawanshahr ditto ..	11th October 1856	106	11	..	117	119	103	10	..	5	1 anna.
31		Bungah ditto ..	1st November 1862	67	27	37	131	130	111	12	..	3	ditto.
32		Nakodar ditto ..	7th November 1856	53	23	3	79	82	73	14	..	4	ditto.
33		Phillour ditto ..	10th May 1856 ..	40	34	9	83	85	74	10	..	3	ditto.
		Total ..	..	372	111	63	546	547	473	12	..	20	...
34	Hoshiárpúr ..	Hariánah Vernacular School ..	15th April 1853 ..	57	19	1	77	94	81	10	..	3	2 to 1 ana.
35		Dasúah ditto ..	1st May 1852 ..	53	46	6	105	101	93	12	..	3	ditto.
36		Garshankar ditto ..	1st December 1853	48	95	7	150	144	138	10	..	3	ditto.
37		U'nah ditto ..	2nd July 1852 ..	96	8	11	115	104	96	11	..	3	ditto.
38		Tándah ditto ..	ditto ..	56	51	3	110	118	98	10	..	3	ditto.
39		Bajwárah ditto ..	1st April 1872 ..	60	20	..	80	76	71	8	..	3	ditto.
40		Kotlá ditto ..	ditto ..	54	26	..	80	81	73	10	..	3	ditto.
41		Ormúran ditto ..	26th September 1857	51	52	..	103	101	94	9	..	3	ditto.
		Total ..	..	475	317	28	820	814	744	10	..	24	..
42	Kángra ..	Pálampúr Vernacular School ..	1st January 1872 ..	67	3	..	70	63	45	13	..	4	2 to 1 ana.
43		Sujánpúr ditto ..	15th April 1856 ..	148	10	..	158	162	128	13	..	3	1 anna.
44		Jawálamukhi ditto ..	11th April 1856 ..	81	4	..	85	73	58	10	..	3	ditto.
45		Indaura ditto ..	1st January 1872 ..	77	23	..	100	83	68	9	..	2	ditto.
		Total ..	..	373	40	..	413	381	299	11	..	12	..
45		Total of Vernacular Schools ..	..	3,071	1,487	375	4,933	4,786	4,056	10	..	142	..
53		Grand Total of Lahore Circle ..	..	3,653	1,792	439	5,884	5,596	4,732	12	5	187	..

Middle Class for the year 1872-73—*Continued.*

14	15	16	17	18	19	20	21	22	23	24	25	26
Expenditure.					*No. of pupils instructed in*							
From public funds.	From Educational Cess.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nágri).	Hindi (Lande, Mahájani, &c.).	Arabic.	Persian.	Sanskrit.	REMARKS.
5,802 4 6	.. .. ..	77 8 0	5,879 12 6	595 6 0	176	176	..	..	85	174	89	
3,866 2 4	.. .. ..	200 2 1	4,066 4 5	231 10 6	82	82	..	..	..	82	..	
6,169 15 11	.. .. ..	.. .. ..	6,169 15 11	1,021 2 6	227	227	..	..	..	227	..	
4,308 0 0	.. .. ..	2,480 2 11	6,788 2 11	169 11 9	92	92	..	..	27	92	65	Before 1st April 1872 this was an aided institution.
3,380 4 2	.. .. ..	.. .. ..	3,380 4 2	127 0 3	79	79	..	..	..	79	..	
3,726 9 4	.. .. ..	15 4 0	3,741 13 4	152 5 0	83	83	..	..	..	83	..	
3,236 13 1	.. .. ..	52 11 6	3,289 8 7	376 13 0	154	154	..	..	7	154	54	
2,241 1 7	.. .. ..	.. .. ..	2,241 1 7	79 12 0	58	..	..	..	..	58	..	
32,731 2 11	.. .. ..	2,825 12 6	35,556 15 5	2,753 13 0	951	893	..	..	119	949	208	
548 3 10	.. .. ..	491 0 0	1,039 3 10	22 0 0	..	111	21	45	..	22	26	
385 8 0	.. .. ..	.. .. ..	385 8 0	17 0 0	..	124	..	..	..	45	..	
420 8 0	.. .. ..	.. .. ..	420 8 0	9 14 0	..	106	..	..	..	26	..	
524 0 0	.. .. ..	80 0 0	604 0 0	0 12 0	..	126	..	..	..	49	..	
1,878 3 10	.. .. ..	571 0 0	2,449 3 10	49 10 0	..	467	21	45	..	142	26	
442 9 2	.. .. ..	.. .. ..	442 9 2	6 1 0	..	51	..	..	..	49	..	
455 4 0	.. .. ..	120 0 0	575 4 0	13 0 0	..	91	..	39	..	47	..	In 1871-72 they were returned as aided schools. But they have now been included in the return of Government Schools, because a much larger portion of the expenditure is paid from Provincial Services.
443 4 0	.. .. ..	180 0 0	623 4 0	19 12 0	..	68	..	..	..	46	..	
365 4 0	.. .. ..	120 0 0	485 4 0	7 10 0	..	66	..	..	..	42	..	
1,706 5 2	.. .. ..	420 0 0	2,126 5 2	46 7 0	..	276	..	39	..	184	..	
453 9 10	.. .. ..	161 1 6	614 11 4	38 6 0	..	144	..	..	..	83	..	
556 12 4	.. .. ..	.. .. ..	556 12 4	72 0 0	..	104	..	52	..	48	..	
498 0 0	.. .. ..	.. .. ..	498 0 0	57 0 0	..	98	..	..	..	67	..	
450 0 0	.. .. ..	10 0 0	460 0 0	24 12 0	..	100	..	..	..	37	..	
368 0 0	.. .. ..	.. .. ..	368 0 0	42 0 0	..	100	..	..	..	53	..	
323 5 4	.. .. ..	.. .. ..	323 5 4	30 0 0	..	75	..	..	..	46	..	
330 0 0	.. .. ..	.. .. ..	330 0 0	38 8 0	..	91	..	..	..	28	..	
2,526 1 8	.. .. ..	10 0 0	2,536 1 8	264 4 0	..	568	..	52	..	279	..	
846 0 0	.. .. ..	602 15 10	1,448 15 10	40 4 0	36	151	..	..	..	66	..	Contains an English Department.
752 6 0	.. .. ..	251 14 0	1,004 4 0	24 0 0	42	107	..	..	..	68	..	Ditto.
418 13 6	.. .. ..	319 0 0	737 13 6	24 0 0	35	102	..	..	..	50	..	Ditto.
307 10 0	.. .. ..	0 12 0	308 6 0	18 0 0	..	62	..	..	..	39	..	
389 14 0	.. .. ..	479 10 0	869 8 0	26 0 0	29	116	..	..	..	44	..	Ditto.
365 8 0	.. .. ..	1 8 0	367 0 0	14 10 0	..	81	..	..	..	53	..	
316 13 3	.. .. ..	229 15 10	546 13 1	26 5 0	..	69	..	..	..	42	..	
375 13 11	.. .. ..	90 6 0	466 3 11	50 6 0	..	90	..	..	..	55	..	
3,772 14 8	.. .. ..	1,976 1 8	5,749 0 4	203 9 0	142	778	..	..	..	417	..	
1,039 3 3	.. .. ..	593 14 10	1,633 2 1	129 5 3	..	269	..	84	20	112	30	
904 10 0	.. .. ..	334 8 4	1,239 2 4	49 15 0	..	103	..	..	..	65	..	
710 15 6	.. .. ..	294 5 0	1,005 4 6	59 12 0	..	96	..	..	..	61	..	
580 12 0	.. .. ..	111 12 6	692 8 6	56 4 0	..	111	..	..	..	74	..	
1,337 5 6	.. .. ..	432 4 2	1,769 9 8	64 4 0	..	96	..	..	..	61	..	
4,572 14 3	.. .. ..	1,766 12 10	6,339 11 1	359 8 3	..	675	..	84	20	373	30	
790 15 1	.. .. ..	361 10 10	1,152 9 11	121 8 0	37	136	..	..	..	69	..	
659 8 0	.. .. ..	394 0 0	1,053 8 0	40 5 0	32	33	34	..	..	37	11	Ditto.
532 9 0	.. .. ..	47 4 6	579 9 6	53 3 0	..	121	..	..	..	77	..	Ditto.
572 3 3	.. .. ..	204 2 0	776 5 3	27 3 0	18	79	..	..	..	61	..	
563 14 0	.. .. ..	84 12 6	648 10 6	35 14 0	..	83	..	..	..	53	..	Ditto.
3,118 13 4	.. .. ..	1,091 13 10	4,210 11 2	278 1 0	87	512	34	..	..	297	11	
490 1 3	.. .. ..	68 0 0	558 1 3	55 11 0	..	77	..	..	..	48	..	
574 12 0	.. .. ..	3 0 0	577 12 0	53 5 0	..	105	..	..	..	57	..	
634 5 6	.. .. ..	.. .. ..	634 5 6	45 2 0	..	150	..	..	..	82	..	
578 10 6	.. .. ..	6 0 0	584 10 6	80 5 0	..	87	30	..	..	41	..	
514 10 3	.. .. ..	.. .. ..	514 10 3	58 3 0	..	110	..	..	..	74	..	
362 12 6	.. .. ..	.. .. ..	362 12 6	15 10 0	..	80	..	..	..	41	..	
359 15 0	.. .. ..	.. .. ..	359 15 0	5 12 0	..	80	..	..	..	47	..	
465 13 6	.. .. ..	.. .. ..	465 13 6	46 14 0	..	103	..	..	..	51	..	
3,981 0 6	.. .. ..	77 0 0	4,058 0 6	360 14 0	..	792	30	..	..	441	..	
889 12 5	.. .. ..	613 1 1	1,502 13 6	16 6 0	30	33	4	..	..	37	..	
485 0 0	.. .. ..	132 0 0	617 0 0	4 15 0	..	87	49	37	..	33	9	Ditto.
587 3 0	.. .. ..	47 6 9	634 9 9	5 11 0	..	54	38	..	..	24	..	
381 3 3	.. .. ..	.. .. ..	381 3 3	3 11 0	..	100	100	..	..	22	..	
2,343 2 8	.. .. ..	792 7 10	3,135 10 6	30 11 0	30	274	191	37	..	116	9	
24,353 1 11	.. .. ..	6,866 5 8	31,219 7 7	1,631 6 3	259	4,486	276	257	20	2,332	76	
37,084 4 10	.. .. ..	9,692 2 2	66,776 7 0	4,385 3 3	1,210	5,379	276	257	139	3,281	284	

Statement of the Government Schools of the

1		2	3	4	5	6	7	8	9	10	11	12	13
				No. of students on rolls at close of the year.							*Teachers.*		
	DISTRICT.	NAME OF INSTITUTION.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.
		Ráwalpindi Circle.											
1	Gujrát ...	Zil' School, Middle Department ...	22nd June 1854 ...	96	65	30	191	111	94	13	...	6	1 Re. to 1 ana.
2	Jhelam ...	Zil' School ditto ...	16th August 1870 ...	42	21	...	63	61	52	14	1	4	1½ Re. to 1 ana.
3	Kohat ...	Zil' School ditto ...	1st April 1868 ...	14	16	5	35	27	19	11	...	3	1 Re. to 1 ana.
4	Abbottábád ...	Zil' School ditto ...	...	12	12	...	24	17	13	14	...	2	4 to 1 ana.
		Total ...	...	164	114	35	313	216	178	13	1	15	...
1	Ráwalpindi ...	Pindi Ghéb Vernacular School ...	...	91	57	2	150	141	114	12	...	3	1 ana.
2		Kalar ditto ...	1st August 1853 ...	50	61	33	144	145	106	14	...	3	Ditto
		Total ...	...	141	118	35	294	286	220	13	...	6	...
3	Gujrát ...	Kunjáh Vernacular School ...	15th July 1854 ...	40	32	11	83	82	64	14	...	1	1 ana.
4		Dingah ditto ...	22nd July 1856 ...	105	24	20	149	112	96	11	...	1	Ditto
		Tetol ...	...	145	56	31	232	194	160	12	...	2	...
5	Jhelam ...	Rohtás Vernacular School ...	18th August 1854 ...	29	62	...	91	94	76	12	...	2	1 ana.
6		Chakwál ditto ...	1st February 1857	61	33	20	114	111	98	11	...	3	Ditto
		Total ...	...	90	95	20	205	205	174	12	...	5	...
6	...	Total of Vernacular Schools ...	...	376	269	86	731	685	554	12	...	13	...
10	...	Grand Total of Ráwalpindi Circle ...	...	540	383	121	1,044	901	732	12	1	28	...
		Multán Circle.											
1	Multán ...	Zil' School ...	16th July 1860 ...	67	23	...	90	67	48	16	1	6	1 Re. to 1½ ana.
2	Derah Ghází Khán ...	Zil' School ...	4th November 1856	80	10	2	92	70	60	12	...	5	1 Re. to 2 anas.
3	Jhang ...	Zil' School ...	1st September 1856	60	16	...	76	61	54	15	...	4	Ditto.
4	Sháhpúr ...	Bherah Zil' School ...	19th July 1854 ...	37	11		49	37	27	14	...	4	8 to 1 ana.
		Total ...	...	244	60	3	307	235	189	14	1	19	...
1	Multán ...	Bahádarpúr Vernacular School ...	..	15	52	...	67	67	58	10	...	2	1 ana.
2		Jalálpúr ditto ...	1st April 1872 ...	29	31	...	60	57	40	10	...	2	Ditto.
3		Keror ditto ...	ditto	54	26	...	80	80	67	10	...	2	Ditto.
4		Tolamba ditto ...	ditto	100	42	...	142	140	129	10	...	3	Ditto.
5		Sarái Sidhú ditto ...	ditto	86	47	...	133	130	118	10	...	2	Ditto.
		Total ...	...	284	198	...	482	474	412	10	...	11	...
6	Montgomery ...	Montgomery Vernacular School ...	1st January 1872 ...	32	10	5	47	50	44	9	...	1	2 to 1 ana.
7		Sayadwálah ditto ...	10th June 1856 ...	37	5	7	49	65	55	9	...	2	1 ana.
8		Kót Kamáliá ditto ...	...	106	6	1	113	109	101	13	...	3	2 to 1 ana.
		Total ...	...	175	21	13	209	224	200	10	...	6	...
9	Muzaffargarh ...	Muzaffargarh Vernacular School ...	15th October 1856	76	33	...	109	125	101	11	...	4	1 to ½ ana.
10		Kót Udú ditto ...	1st September 1856	97	14	...	111	101	75	10	...	4	6 pies.
		Total ..	...	173	47	...	220	226	176	10	...	8	...
10	...	Total of Vernacular Schools ...	...	632	266	13	911	924	788	10	...	25	...
14	...	Grand Total of Multán Circle ...	...	876	326	16	1,218	1,159	977	12	1	44	...

ABS

8	...	Ambálah Circle Zil' Schools ...	...	491	131	9	631	531	437	14	2	37	...
8	...	Lahore do. ditto ...	...	582	305	64	951	810	676	14	5	45	...
4	...	Ráwalpindi do. ditto ...	...	164	114	35	313	216	178	13	1	15	...
4	...	Multán do. ditto ...	...	244	60	3	307	235	189	14	1	19	...
24	...	Total of Zil' Schools of 4 Circles ...	...	1,481	610	111	2,202	1,792	1,480	14	9	116	...
1	Dehli ...	Anglo-Arabic School, Ambálah Circle ...	...	2	68	...	70	62	47	12	1	5	...
36	...	Ambálah Circle Vernacular Schools ...	...	2,159	931	169	3,259	3,216	2,649	11	...	103	...
45	...	Lahore do. ditto ...	...	3,071	1,487	375	4,933	4,786	4,056	10	...	142	...
8	...	Ráwalpindi do. ditto ...	...	376	269	86	731	685	554	12	...	13	...
10	...	Multán do. ditto ...	...	632	266	13	911	924	788	10	...	25	...
97	...	Total of Vernacular Schools of 4 Circles	...	6,238	2,953	643	9,834	9,611	8,047	11	...	283	...
122	...	Grand Total ...	...	7,721	3,631	754	12,106	11,465	9,574	12	10	404	...

Middle Class for the year 1872-73—Concluded.

14	15	16	17	17	19	20	21	22	23	24	25	26
Expenditure.					*No. of pupils instructed in*							
From public funds.	From Educational Cess.	Other sources.	Total.	Amount collected in fees.	English.	Urdú.	Hindi (Nágrí).	Hindi (Landé, Mahájní, &c)	Arabic.	Persian.	Sanskrit.	REMARKS.
3,545 0 0	... ...	2 12 9	3,547 12 9	275 11 6	191	191	...	...	...	131	...	
2,176 12 7	... ...	116 0 5	2,292 13 0	234 15 0	63	...	...	...	...	63	...	
1,616 1 8	... ...	278 0 6	1,894 2 2	32 11 0	35	35	...	...	...	35	...	
758 13 6	... ...	... ...	758 13 6	17 10 0	24	...	...	...	...	24	...	
8,096 11 9	... ...	396 13 8	8,493 9 5	560 15 6	313	226	...	...	...	313	...	
579 5 5	... ...	... ...	579 5 5	11 10 0	...	150	...	...	...	50	...	
575 6 5	... ...	4 0 0	579 6 5	12 8 0	...	144	...	...	...	50	...	
1,154 11 10	... ...	4 0 0	1,158 11 10	24 2 0	...	294	...	...	...	100	...	
429 0 0	... ...	14 0 0	443 0 0	33 1 0	...	65	...	...	...	60	...	
417 0 0	... ...	14 11 6	431 11 6	42 6 0	...	124	...	...	...	67	...	
846 0 0	... ...	28 11 6	874 11 6	75 7 0	...	189	...	...	...	127	...	
468 14 6	... ...	... ...	468 14 6	9 11 0	...	91	...	...	...	46	...	
525 8 0	... ...	... ...	525 8 0	25 14 0	...	114	...	...	...	50	...	
994 6 6	... ...	... ...	994 6 6	35 9 0	...	205	...	...	...	96	...	
2,995 2 4	... ...	32 11 6	3,027 13 10	135 2 0	...	688	...	...	...	323	...	
11,091 14 1	... ...	429 9 2	11,521 7 3	696 1 6	313	914	...	...	...	636	...	
3,874 12 4	... ...	... ...	3,874 12 4	165 15 1	90	90	...	...	21	90	67	
4,459 14 10	... ...	... ...	4,459 14 10	157 15 6	92	92	...	...	...	92	...	
3,248 10 0	... ...	98 13 0	3,347 7 0	74 4 3	76	67	...	...	...	67	...	
2,409 4 3	... ...	30 0 0	2,439 4 3	54 15 0	49	49	...	...	...	49	...	
13,992 9 5	... ...	128 13 0	14,121 6 5	453 1 10	307	298	...	...	21	298	67	
359 2 8	... ...	... ...	359 2 8	6 12 0	...	67	...	...	...	50	...	
265 8 0	... ...	... ...	265 8 0	3 12 0	...	60	...	...	...	48	...	
246 4 9	... ...	... ...	246 4 9	5 4 0	...	80	...	...	...	45	...	
415 12 0	... ...	... ...	415 12 0	3 0 0	...	122	...	20	...	64	...	
385 8 0	... ...	... ...	385 8 0	11 4 0	...	133	...	...	...	76	...	
1,672 3 5	... ...	... ...	1,672 3 5	30 0 0	...	462	...	20	...	283	...	
691 8 0	... ...	... ...	1,080 4 3	18 0 0	16	47	...	...	...	36	...	Contains an English Department.
366 8 0	... ...	478 12 3	366 8 0	7 5 6	...	47	...	...	...	27	...	
428 2 4	... ...	10 10 0	438 12 4	52 13 0	...	113	...	...	...	65	...	
1,396 2 4	... ...	489 6 3	1,885 8 7	76 5 3	16	207	...	...	...	128	...	
1,033 8 0	... ...	244 7 0	1,277 15 0	56 15 6	32	77	11	16	...	52	3	Ditto.
595 10 10	... ...	2 4 0	597 14 10	3 8 0	...	71	9	22	...	22	9	
1,629 2 10	... ...	246 11 0	1,875 13 10	60 7 6	32	148	20	38	...	74	12	
4,697 8 7	... ...	736 1 3	5,433 9 10	168 10 9	49	817	20	58	...	485	12	
18,690 2 0	... ...	864 14 3	19,555 0 3	621 12 7	356	1,115	20	58	21	783	79	

TRACT.

31,320 11 6	... ...	101 2 5	31,421 13 11	1,961 13 5	631	400	...	...	...	631	...	
32,731 2 11	... ...	2,825 12 6	35,556 15 5	2,753 13 0	951	893	...	...	119	949	208	
8,096 11 9	... ...	396 13 8	8,493 9 5	560 15 6	313	226	...	...	...	313	...	
13,992 9 5	... ...	128 13 0	14,121 6 5	453 1 10	307	298	...	...	21	298	67	
86,141 3 7	... ...	3,452 9 7	89,593 13 2	5,729 11 9	2,202	1,817	...	...	140	2,191	275	
... ...	... ...	5,117 2 8	5,117 2 8	169 5 0	70	...	...	...	70	65	...	
21,210 0 0	... ...	4,225 0 10	25,435 0 10	748 10 3	221	2,425	662	317	...	1,219	8	
24,353 1 11	... ...	6,866 5 8	31,219 7 7	1,631 6 3	259	4,486	276	257	20	2,332	76	
2,995 2 4	... ...	32 11 6	3,027 13 10	135 2 0	...	688	...	...	...	323	...	
4,697 8 7	... ...	736 1 3	5,433 9 10	168 10 9	49	817	20	58	...	485	12	
53,255 12 10	... ...	11,860 3 3	65,116 0 1	2,683 13 3	529	8,416	958	632	20	4,359	96	
1,39,397 0 5	... ...	20,429 15 6	1,59,826 15 11	8,582 14 0	2,891	10,233	958	632	230	6,615	371	

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12
			No. of students on rolls at close of year.							*Teachers.*	
DISTRICT.	Number of Schools.	When established.	Hindús.	Muhammadans.	Others.	TOTAL.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
Ambálah Circle.											
Dehli Anglo-Arabic School (Lower Department) ...	1	...	1	199	...	200	189	159	15	...	6
Simla Zil' School, Ditto ...	1	...	26	25	1	52	53	34	13	...	1
TOTAL	2	.	27	224	1	252	242	193	14	..	7
Ambálah	58	...	1,464	863	185	2,512	2,490	2,064	10	...	71
Ludiánah	46	...	410	373	238	1,021	966	823	10	...	45
Simla	5	...	117	22	4	143	125	82	11	..	3
Dehlí	32	...	931	151	...	1,082	966	780	11	..	35
Karnál	42	...	669	468	15	1,152	1,107	898	11	...	49
Gurgaon	43	...	1,103	313	3	1,419	1,364	1,037	10	...	50
Hissár	16	...	402	106	...	508	480	405	10	..	20
Rohtak	32	...	976	244	...	1,220	1,046	784	11	..	41
Sirsa	9	...	294	122	14	430	448	295	9	...	12
TOTAL	281	...	6,366	2,662	459	9,487	8,992	7,168	10	...	326
Lahore Circle.											
Gurdaspúr Zil' School (Lower Deparment) ...	1	...	40	23	11	74	86	77	9	..	4
Lahore	35	...	531	690	206	1,427	1,396	1,089	9	..	41
Gujránwála	35	...	1,046	632	165	1,843	1,777	1,444	10	...	52
Firospúr	27	...	392	495	169	1,056	949	801	10	...	29
Amritsar	57	...	764	947	630	2,341	2,309	1,965	10	...	64
Gurdáspúr	87	...	1,650	1,767	366	3,783	3,832	3,245	9	...	94
Siálkót	65	...	1,238	1,450	345	3,033	2,981	2,456	11	...	80
Jálandhar	52	...	1,318	751	267	2,336	2,221	1,933	10	...	61
Hoshiarpúr	70	...	2,072	786	148	3,006	2,882	2,589	10	...	95
Kángra	40	...	1,579	139	17	1,735	1,606	1,131	11	...	44
TOTAL	468	...	10,590	7,657	2,313	20,560	19,053	16,653	10	...	560
Rawálpindi Circle.											
Abbottábád Zil' School (Lower Department) ...	1	...	37	15	...	52	58	40	10	...	1
Rawalpindi	52	...	1,343	1,536	580	3,459	2,770	2,182	10	...	63
Jhelam	36	...	1,147	1,079	189	2,415	2,438	1,958	10	..	50
Gujrát	37	...	930	1,416	284	2,630	2,542	2,071	10	..	37
Derah Ismail Khán	17	...	542	387	3	932	973	659	10	...	22
Bannú	29	...	357	251	7	615	546	424	10	...	21
Peshawar	24	.	67	577	13	657	606	470	10	..	29
Kohát	2	...	37	52	...	89	83	75	12	...	2
Hazárá	2	...	54	48	...	102	78	67	10	.	2
TOTAL	189	...	4,477	5,346	1,076	10,899	10,036	7,906	10	...	226
Multán Circle.											
Multán	28	...	426	648	5	1,079	1,067	731	9	...	30
Montgomery	12	...	302	175	69	546	525	415	10	..	19
Jhang	18	...	411	422	27	860	856	667	10	...	24
Muzaffargrah	19	...	257	312	2	571	575	465	10	...	23
Shahpúr	27	...	713	408	55	1,176	1,233	845	10	...	42
TOTAL	104	...	2,109	1,965	158	4,232	4,256	3,123	10	.	138
Dehli Anglo-Arabic School (Lower Department) .	1	...	1	199	...	200	189	159	15	...	6
Total of Lower Department Zil' Schools ...	3	...	103	63	12	178	197	151	11	...	6
Total of Primary Schools	1,042	...	23,542	17,630	4,006	45,178	43,237	34,850	10	.	1,250
GRAND TOTAL	1,046	..	23,646	17,892	4,018	45,556	43,623	35,160	10	...	1,262
Add Jail Schools	27	...	1,091	2,783	567	4,441	4,447	4,011	26	...	27
Grand Total of Lower Class Schools These figures are shown in Statement D II.	1,073	...	24,737	20,675	4,585	49,997	48,070	39,171	18	...	1,289

Lower Class for the year 1872-73.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure.															*Number of pupils instructed in.*						
Monthly rate of schooling fee.	From public funds.			From Educational cess.			Other sources.			TOTAL.			Amount collected in fees.			English.	Urdú.	Hindi. (Nágrí)	Hindi (Landé, Mahajní, &c).	Arabic.	Persian.	Sanskrit.
1 ana to 4 anas ...	...	...	...	...	...	...	2,423	9	11	2,423	9	11	205	9	0	...	200	...	...	...	47	...
1 „ 1 Rupee ...	240	0	0	...	...	...	...	...	...	240	0	0	88	11	6	...	52	...	...	...	23	...
...	240	0	0	...	...	...	2,423	9	11	2,663	9	11	294	4	6	...	252	...	...	...	70	...
1 ana ..	9,439	10	2	...	...	...	570	9	7	10,010	3	9	55	7	8	...	2,121	120	266	...	667	...
1 „ ...	7,175	14	11	...	...	...	8	0	0	7,183	14	11	240	12	0	...	1,021	...	...	...	391	...
...	653	14	6	...	...	...	9	8	0	663	6	6	...	...	...	...	79	74	...	...	38	...
1 to 2 anas ...	5,199	12	10	...	...	...	151	7	4	5,351	4	2	101	2	0	3	498	622	61	...	174	...
1 ana ...	6,896	15	0	...	...	...	...	...	...	6,896	15	0	36	1	0	...	883	214	...	...	301	...
1 to 2 anas ...	8,489	11	7	...	...	...	346	11	5	8,836	7	0	380	9	6	...	806	625	8	...	290	...
1 to 2 „ ...	2,578	7	10	...	...	...	...	...	...	2,578	7	10	8	9	0	...	138	132	68	...	66	...
1 ana ...	5,183	9	9	...	...	...	70	3	0	5,253	12	9	83	13	0	...	628	465	139	...	225	3
1 „ ...	1,011	2	2	...	...	...	87	3	6	1,098	5	8	8	3	0	...	186	140	143	...	60	...
...	46,629	2	9	...	...	...	1,243	10	10	47,872	13	7	914	8	9	3	6,360	2,892	685	...	2,212	3
1 to 2 anas ...	520	0	0	...	...	...	...	...	...	520	0	0	95	15	0	...	...	...	...	...	33	...
1 ana ...	5,361	4	0	...	...	...	175	0	0	5,536	4	0	29	6	0	...	1,427	...	...	...	434	...
1 ana 3 pie ...	4,972	6	4	...	...	...	262	10	8	5,235	1	0	319	1	9	...	1,843	...	...	...	792	...
1 ana ...	4,099	12	5	...	...	...	5	6	0	4,105	2	5	51	1	0	...	985	...	32	...	322	...
1 „ ...	8,888	12	8	...	...	...	475	0	0	9,363	12	8	528	13	6	21	2,341	...	...	...	824	...
1 „ ...	11,334	3	10	...	...	...	1,875	7	11	13,209	11	9	915	8	0	...	3,783	35	20	...	1,583	37
1 „ ...	8,124	15	5	...	...	...	764	7	8	8,889	7	1	454	12	0	...	3,033	...	...	...	1,276	...
1 „ ...	7,319	2	3	...	...	...	402	5	6	7,721	7	9	524	15	0	14	2,270	27	10	...	990	4
1 to 2 anas ...	10,583	0	1	...	...	...	74	9	0	10,657	9	1	458	8	5	...	2,712	311	...	...	1,064	...
1 „	4,708	12	6	...	...	...	457	0	0	5,165	12	6	31	3	0	3	1,102	793	77	...	321	26
...	65,392	5	6	...	...	...	4,491	14	9	69,884	4	3	3,313	4	8	38	19,496	1,166	139	...	7,606	67
1 to 4 anas ...	300	0	0	...	...	...	...	...	...	300	0	0	43	10	0	16	52	...	...	...	20	...
1 ana ...	6,305	9	3	...	...	...	296	7	9	6,602	1	0	65	5	0	...	3,264	97	106	...	872	47
1 „ ...	5,693	13	7	...	...	...	301	0	0	5,994	13	7	295	11	0	40	2,326	35	54	...	1,073	...
1 „ ...	5,717	4	4	...	...	...	1,105	1	6	6,822	5	10	247	10	0	...	2,609	...	21	...	1,242	...
...	4,622	0	0	...	...	...	...	...	...	4,622	0	0	...	...	...	...	816	...	221	...	125	...
...	3,104	3	0	...	...	...	155	4	0	3,259	7	0	...	...	...	...	520	29	41	...	55	39
...	4,525	13	1	...	...	...	...	...	...	4,525	13	1	...	...	...	...	637	...	...	...	99	...
...	445	0	0	...	...	...	...	...	...	445	0	0	...	...	...	...	74	...	...	...	15	...
...	444	6	6	...	...	...	...	...	...	444	6	6	...	...	...	...	102	...	...	...	48	...
...	30,858	1	9	...	...	...	1,857	13	3	32,715	15	0	608	10	0	40	10,348	161	443	...	3,529	86
1 ana ...	3,268	5	6	...	...	...	1	13	7	3,270	3	1	9	11	8	...	1,079	...	...	...	338	...
1 „ ...	2,005	1	6	...	...	...	16	6	0	2,021	7	6	25	10	0	...	504	...	42	...	174	...
1 to 2 anas ...	3,066	6	1	...	...	...	111	3	3	3,177	9	4	21	4	0	...	860	...	56	...	369	...
6 pie ...	2,563	4	6	...	...	...	1	14	0	2,565	2	6	11	4	0	...	571	...	...	...	180	...
6 pie to 2 anas ...	4,422	6	5	...	...	...	1,650	15	0	6,073	5	5	41	9	0	35	966	97	144	1	396	43
...	15,325	8	0	...	...	...	1,782	3	10	17,107	11	10	109	6	8	35	3,980	97	242	1	1,457	43
...	...	...	...	...	...	...	2,423	9	11	2,423	9	11	205	9	0	...	200	...	...	1	47	...
...	1,060	0	0	...	...	...	...	...	...	1,060	0	0	228	4	6	16	178	...	...	...	76	...
...	1,58,205	2	0	...	...	...	9,375	10	8	1,67,580	12	8	4,946	0	1	116	40,184	3,816	1,509	1	14,804	199
...	1,59,265	2	0	...	...	...	11,799	4	7	1,71,064	6	7	5,379	13	7	132	40,562	3,816	1,509	1	14,927	199
..	...	...	...	..	...	...	6,080	8	10	6,080	8	10	...	...	...	51	4,097	287	13	...	47	...
...	1,59,265	2	0	...	...	...	17,879	13	5	1,77,144	15	5	5,379	13	7	183	44,659	4,103	1,522	1	14,974	199

Statement of Government Female Schools

	1	2	3	4	5	6	7	8	9	10	11	12	13
	District	No of institutions.	when established.	Number of students on rolls at close of the year. Hindús	Muhammadans	Others.	Total	Average No. of pupils on the rolls monthly.	Average daily attendance	Average age.	Teachers. Christians.	Others.	Monthly rate of schooling fee.
	Ambálah Circle.												
1	Dehli ...	5	...	55	41	...	96	98	71	9	...	5	...
2	Karnál ...	1	...	...	13	...	13	60	48	8	..	1	...
3	Gurgáon ...	5	...	51	26	...	77	115	82	9	...	5	1 ana
4	Rohtak ...	1	...	...	18	...	18	18	15	9	...	1	...
5	Sirsa ...	1	...	...	27	...	27	113	74	9	...	1	..
6	Ludiánah ...	6	...	26	96	..	122	96	87	10	...	7	...
	Total ...	19	...	132	221	..	3,53	500	379	9	...	20	...
	Lahore Circle.												
1	Lahore ...	5	...	55	107	..	162	147	113	9	...	5	...
2	Fírozpúr ...	5	...	...	133	..	133	135	114	8	...	5	1 ana
3	Amritsar ...	5	...	...	117	...	117	100	97	9	...	5	...
4	Gurdáspúr ...	4	...	...	119	...	119	124	104	9	...	7	...
5	Jálandhar ...	42	...	...	1,159	...	1,159	1,153	1,029	10	...	42	...
	Total ...	61	...	55	1,635	..	1,690	1,659	1,457	9	...	64	1 ana.
	Multán Circle.												
	Montgomery ...	5	...	54	13	21	88	91	73	7	...	5	...
	Jhang ...	6	...	60	101	11	172	173	144	8	...	8	...
	Total ..	11	...	114	114	32	260	264	217	8	...	13	...
	Grand Total ...	91	...	301	1,970	32	2,303	2,423	2,053	9	...	97	

of the Lower Class for the year 1872-73.

14	15	16	17	18	19	20	21	22	23	24	25	
Expenditure.					*Number of pupils instructed in*							
From public funds.	From Educational cess.	Other sources.	TOTAL.	Amount collected in fees.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Máhajní, &c.)	Arabic.	Persian.	Sanskrit.	
711 5 7	... ...	164 2 6	875 8 1	... ...	...	38	58	...	...	8	...	
108 0 0	... ...	... ...	108 0 0	... ...	...	13	...	...	...	...	...	This school was closed in June, and re-opened in January 1875.
833 6 7	... ...	3 14 5	837 5 0	9 8 0	...	30	47	...	...	3	...	
20 5 9	... ...	40 0 0	60 5 9	... ...	...	18	...	...	...	...	...	
118 6 0	... ...	241 8 0	359 14 0	... ...	...	27	...	...	...	3	..	
495 13 9	... ...	... ...	495 13 9	... ...	...	122	...	...	...	6	..	
2,287 5 8	... ...	449 8 11	2,736 14 7	9 8 0	...	248	105	..	...	20	..	
566 14 6	... ...	102 14 0	669 12 6	... ...	...	107	55	...	...	5	...	
434 0 9	... ...	... ...	434 0 9	1 15 0	...	133	...	...	...	17	...	
72 0 0	... ...	160 0 0	232 0 0	... ...	...	39	...	...	96	...	...	
264 0 0	... ...	70 14 6	334 14 6	... ...	...	119	...	...	27	8	...	
4,071 10 0	... ...	988 4 6	5,059 14 6	... ...	...	977	...	...	196	124	...	
5,408 0 3	... ...	1,322 1 0	6,730 10 3	1 15 0	...	1,375	55	...	319	154	...	
277 9 2	... ...	... ...	277 9 2	... ...	...	13	...	75	13	2	...	
341 8 0	... ...	229 3 3	570 11 3	... ...	...	101	...	71	...	...	...	
619 1 2	... ...	229 3 3	848 4 5	... ...	...	114	...	146	13	2	...	
8,315 0 1	... ...	2,000 13 2	10,315 13 3	11 7 0	...	1,737	160	146	332	176	...	

Statement of Government Jail Schools

	1	2	3	4	5	6	7	8	9	10	11
	District	When established	Number of students on rolls at close of the year				Average No of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers	
			Hindús.	Muhammadans	Others.	Total				Christians	Others
	Ambalah Circle										
1	Dehli ...	...	35	40	7	82	71	50	25	...	1
2	Karnál ...		35	17	...	52	52	42	25	...	1
3	Hissár ...	...	19	16	1	36	42	35	23	...	1
4	Rohtak ...	...	59	29	7	95	92	81	25	...	1
5	Sirsa ...	...	17	31	11	59	77	70	28	...	1
6	Ambálah ...	...	95	86	3	184	216	183	27	...	1
7	Do Rupar ...	...	44	87	4	135	121	98	25	...	1
8	Ludiánah ...	...	21	16	4	41	43	30	27	...	1
	Total ...	...	325	322	37	684	614	589	25	...	8
	Lahore Circle.										
1	Central Jail } Lahore ...	...	276	544	293	1,113	1 127	190	30	...	1
2	Thaggí Jail } Lahore ...	...	...	...	28	28	28	20	11	...	...
3	Female Jail } Lahore ...	...	14	41	9	64	64	54	23	...	1
4	Gujránwák ...	...	33	70	3	106	104	92	27	...	1
5	Fírozpúr ...	...	86	96	101	283	270	265	35	...	1
6	Amritsar ...	...	98	100	10	208	22[illegible]	208	26	...	1
7	Siálkót ...	.	11	25	7	43	69	61	23	...	1
8	Gurdáspúr ...	...	42	36	7	85	84	76	42	...	2
9	Jálandhar ...	...	31	36	42	109	114	109	32	...	1
0	Kángra ...		43	8	1	52	57	55	27	...	1
	Total ...	...	634	956	501	2 091	2,141	2,030	27	...	10
	Ráwalpindi Circle.										
1	Ráwalpindi ...	..	65	591	21	680	673	581	27	...	1
2	Gujrát ...	...	10	44	2	56	67	51	26	...	1
3	Jhelam ...	...	9	100	...	109	108	100	25	...	1
4	Peshâwar ..	..	2	40	...	42	55	40	23	...	1
5	Derah Ismail Khán ...	...	5	64	...	69	62	52	26	...	1
	Total ...	...	91	842	23	956	965	824	25	...	5
	Multán Circle.										
1	Multán ...	...	27	345	2	374	429	348	30	...	1
2	Montgomery ...	...	1	110	4	115	103	72	25	...	1
3	Jhang ...	... ...	7	133	...	140	119	98	27	...	1
4	Sháhpúr ...	...	6	75	...	81	76	50	28	...	1
	Total ...	...	41	663	6	710	727	568	27	...	4
	Grand Total ...	...	1,091	387,2	567	4,141	4,417	4,011	26	...	27

(Lower Class) for the year 1872-73.

12	13	14	15	16	17	18	19	20	21	22	23	24
Monthly rate of school-going fee.	*Expenditure*				Amount collected in fees.	*Number of pupils instructed in*						
	From public funds	From Educational cess.	Other sources.	Total.		English	Urdú.	Hindí (Nágrí).	Hindí (Landé Mahá ní, &c)	Arabic.	Persian.	Sanskrit.
...	...	...	181 11 0	181 11 0	...	...	82	...	...	...	...	...
...	...	...	132 0 0	132 0 0	...	...	37	15	...	...	...	...
...	...	...	120 0 0	120 0 0	...	...	36	...	...	...	...	...
...	...	...	189 0 0	189 0 0	...	...	38	57	...	...	...	...
...	...	...	240 0 0	240 0 0	...	...	28	31	...	...	4	...
...	...	...	325 1 0	325 1 0	...	...	88	96	...	...	...	...
...	...	...	180 0 0	180 0 0	...	...	135	...	...	...	4	...
...	...	...	183 12 0	183 12 0	...	...	35	...	6	...	...	...
...	...	...	1,551 8 ...	1,551 8 0	...	...	479	199	6	...	8	...
								Gurmukhí				
...	...	...	572 7 0	572 7 0	...	49	1,017	33	...	...	14	...
...	...	...	12 0 0	12 0 0	...	...	25	...	...	...	3	...
...	...	...	180 0 0	180 0 0	...	...	64	...	...	...	...	...
...	...	...	227 5 4	227 5 4	...	...	106	...	3	...	...	...
...	...	...	243 0 0	243 0 0	...	...	283	...	...	...	...	...
...	...	...	300 6 0	300 6 0	...	...	208	20	...	...	...	...
...	...	...	246 11 6	244 11 6	...	2	43	...	...	...	...	...
...	...	...	360 0 0	360 0 0	...	...	85	...	...	...	...	...
...	...	...	180 0 0	180 0 0	...	...	109	...	...	...	...	...
...	...	...	120 0 0	120 0 0	...	...	12	35	4	...	...	...
...	...	...	2,411 13 10	2,411 13 10	...	51	1,952	88	7	...	17	...
...	...	...	300 0 0	300 0 0	...	...	680	...	...	...	...	...
...	...	...	180 0 0	180 0 0	...	...	56	...	...	...	...	...
...	...	...	180 0 0	180 0 0	...	...	109	...	...	...	...	...
...	...	...	240 0 0	240 0 0	...	...	42	...	...	...	2	...
...	...	...	252 13 0	252 13 0	...	...	69	...	...	...	12	...
...	...	...	1,152 13 0	1,152 13 0	...	...	956	...	...	...	11	...
...	...	...	304 8 0	304 8 0	...	...	374	...	...	...	...	...
...	...	...	240 0 0	240 0 0	...	...	115	...	...	...	...	...
...	...	...	209 14 0	209 14 0	...	...	140	...	...	...	8	...
...	...	...	180 0 0	180 0 0	...	...	81	...	...	...	...	...
...	...	...	934 6 ...	934 6 0	...	...	710	...	...	...	8	...
...	...	...	6,080 8 10	6,080 8 10	...	51	4,097	287	13	...	47	...

Statement of Government Normal

1	2	3	4	5	6	7	8	9	10	11	12
			No. of pupils on rolls at the close of the year							*Teachers*	
District.	Name of Institution.	When established.	Hindús.	Muhammadans.	Others.	Total.	Average No of pupils on the rolls monthly	Average daily attendance.	Average age	Christian.	Others.
	Ambálah Circle.										
1 Dehli	Normal School ...	17th April '59	33	25	...	58	57	47	22	...	6
	Lahore Circle.										
2 Lahore	Normal School ...	27th May '56	35	66	3	104	108	85	22	1	6
	Ráwalpindi Circle.										
3 Ráwalpindi ..	Normal School ...	10th May '57	20	19	...	39	38	35	21	1	3
	Total ...	...	88	110	3	201	203	167	22	2	15

Schools for the year 1872-73.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure.															*No. of pupils instructed in*						
Monthly rate of schooling fee.	from public Funds.			From Educational cess.			Other sources.			Total.			Amount collected in fees.			English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Mahájní, &c).	Arabic.	Persian.	Sanskrit.
...	9,581	9	11	...	...	...	...	...	...	9,581	9	11	13	8	0	...	58	4	...	4	54	...
...	12,794	1	4	...	...	...	...	...	...	12,794	1	4	...	..	...	...	104	...	...	...	...	
...	7,209	12	0	...	...	...	...	...	...	7,209	12	0	11	8	0	...	39	...	...	30	39	...
...	29,585	7	3	...	...	...	...	...	...	29,585	7	3	25	...	...	...	201	4	...	34	93	...

Statement of Grant-in-aid European, East Indian, or

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		For what religion.					*No. of pupils on rolls at the close of the year.*						*Teachers.*	
NAME OF INSTITUTION.		General.	Hindús.	Muhammadans	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.
	Ambálah Circle.													
Higher Class	Bishop Cotton School, Simla	...	...	...	1	1	...	...	110	110	116	114	5	...
Middle Class	Panjáb Girls' School, Simla	...	...	...	1	1	...	...	48	48	53	53	5	...
Middle Class	Roman Catholic Female Orphanage, Simla ...	...	...	...	1	1	...	...	109	109	100	100	11	...
Lower Class	Mayo Industrial School for Girls, Simla ...	...	...	...	1	1	...	...	27	*d* 27	26	26	3	...
	Total ...	...	...	...	4	4	...	...	294	294	295	293	24	...
	Lahore Circle.													
Middle Class	High School, Lahore ...	...	...	...	1	1	...	...	36	36	29	24	2	...
Lower Class	Anárkalí Girls' Schools	...	...	...	1	1	...	...	37	37	30	26	2	...
Middle Class	Náulakha (late American Presbyterian Mission) Girls' School ...	...	...	...	1	1	...	...	20	20	27	18	2	...
Ditto.	Girls' High School, Lahore ...	...	...	...	1	1	Closed from July 1872				7	5	...	...
Lower Class	Free School for boys at Lahore ...	...	...	...	1	1	...	...	46	46	41	33	1	...
Lower Class	Girls' School, Gujránwála ...	...	...	...	1	1	...	...	20	20	20	19	2	...
	Total ...	...	...	..	6	6	...	...	159	159	154	125	9	...
	Ráwalpindi Circle.													
Middle Class	Sir Henry Lawrence Memorial Asylum, Murree	...	...	...	1	1	...	...	126	*f* 126	126	123	6	1
Ditto.	Murree-*cum* Ráwalpindi School ...	...	...	...	1	1	...	..	31	*g* 31	28	27	2	...
	Total ...	...	...	...	2	2	...	...	157	157	154	150	8	1
	GRAND TOTAL ...	...	...	...	12	12	...	...	610	610	603	568	41	1

From interest of endowment fund. *b.* Inclusive of boarding. *c.* Grant allowed from June 1872.

Christian Schools in the Panjáb for the year 1872-73.

15	16	17	18	19	20	21	22	23	24	25	26
Expenditure.					*No. of pupils instructed in*						
From private sources.	From fees.	From grant-in-aid.	TOTAL.	Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí.)	Hindí (Londe Mahájní, &c.)	Arabic.	Persian.	Sanskrit.
a 5,000 0 0	5,071 0 0	5,071 0 0	15,142 0 0	Rs. 10 to 6-8	110	40	...	...	...	...	...
... ...	3,820 7 0	3,783 3 2	7,609 10 2	Rs. 10	48	...	...	...	French 4	...	...
2,628 0 0	... ...	c 2,250 0 0	4,878 0 0	b. Rs. 10 to 2-8	109	...	...	...	...	...	...
544 12 6	123 0 0	577 12 6	1,245 9 ...	b. Rs, 10 to 6	27	...	...	...	...	...	...
8,172 12 6	9,020 7 0	11,681 15 8	28,875 3 2	...	294	40	...	...	4	...	...
e 749 14 8	2,446 8 0	2,153 8 0	5,349 14 8	Rs. 10-8 to 6-8	36	36	...	...	...	8	...
... ...	1,183 0 0	840 0 0	2,023 0 0	Rs. 5 to 2-8	37	...	...	...	...	...	...
1,137 0 9	477 8 0	1,080 0 0	2,694 8 9	Rs. 3 to 1	20	...	...	...	...	...	...
14 0 0	205 0 0	180 0 0	399 0 0	...	...	...	...	...	...	...	...
300 0 0	104 0 0	300 0 0	704 0 0	Rs. 2 to as. 4	46	...	...	...	...	...	...
538 0 0	... ...	440 0 0	978 0 0	...	20	...	...	...	...	...	...
2,738 15 5	4,416 0 0	4,993 8 ...	12,148 7 5	...	159	36	...	...	...	8	...
11,785 9 10	2,936 1 0	19,753 6 8	34.475 1 6	Rs. 33 to 3	126	30	...	...	...	...	...
366 0 0	2,686 4 0	2,9[illegible]9 0 0	6,021 4 0	Rs. 12 to 3	31	...	...	...	...	...	...
12,151 9 10	5,622 5 0	22,722 6 8	40,496 5 6	...	157	30	...	...	...	...	...
23,063 5 9	19,058 12 0	39,397 14 4	81,520 0 1	...	610	106	...	...	4	8	...

d. 12 boys 15 girls. *e.* Rs. 322-14-7 from interest of endowment fund. *f.* 70 boys 56 girls. *g.* 14 boys 17 girls.

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at the close of the year.*					
Name of Institution.		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.
	Ambálah Circle.											
Dehli ...	S. P. G. Mission School (St. Stephen's College) ...	1	...	...	...	1	157	16	4	177	172	128
Ambálah ...	American Presbyterian Mission School in the city ...	1	...	...	...	1	123	68	6	197	246	178
Ludiánah ...	American Presbyterian Mission School ...	1	...	...	...	1	182	115	15	312	301	236
Ditto	High Vernacular School ...	1	...	...	...	1	42	92	5	139	132	112
	Total ...	4	...	...	...	4	504	291	30	825	851	654
	Lahore Circle.											
Lahore ...	American Persbyterian Mission School ...	1	...	...	...	1	271	105	7	383	381	293
Amritsar ...	Church Mission School ...	1	...	...	...	1	143	28	19	190	165	128
Jálandhar ...	American Presbyterian Mission School ...	1	...	...	...	1	223	79	6	308	275	223
	Total ...	3	...	...	...	3	637	212	32	881	821	644
	Ráwalpindi Circle.											
Ráwalpindi ...	American Presbyterian Mission School ...	1	...	...	...	1	194	69	4	267	225	180
Pesháwar ...	Church Mission School ...	1	...	...	...	1	144	52	7	203	183	141
	Total ...	2	...	...	...	2	338	121	11	470	408	321
	Grand Total ...	9	...	...	...	9	1,479	624	73	2,176	2,080	1,619
	Bishop Cotton School, Simla ...	...	...	...	1	1	...	...	110	110	116	114
	Total These figures are shown in Statement B II.	9	...	...	1	10	1,479	624	183	2,286	2,196	1,733

The number of boys on rolls at close of year who have passed the Middle School Examination, or are reckoned as having passed it, are noted below :—

1.	Dehli Mission School ...	...	17	5.	Amritsar Mission School	...	21
2.	Ambálah ditto ...	...	0	6.	Jálandhar ditto	...	19
3.	Ludiánah ditto ...	...	15	7.	Ráwalpindi ditto	...	9
4.	Lahore ditto ...	...	12	8.	Pesháwar ditto	...	10

Higher Class for the year 1872-73.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Mahájaní, &c).	Arabic.	Persian.	Sanskrit.
2	5	4,423	7	0	467	4	9	3,600	0	0	8,490	11	9	4 as.	177	149	...	...	...	104	...
2	9	1,891	12	5	329	6	3	1,920	0	0	4,141	2	8	1 Re. to 1 ana	109	65	25	...	...	107	...
3	11	3,456	12	6	352	0	0	2,100	0	0	6,408	12	6	5 Rs. to 6 pies	312	90	...	...	...	222	...
...	5	1,478	1	9	7	4	0	1,468	8	2	2,953	13	11	4 to 1 ana	...	139	...	...	...	90	...
7	30	11,250	1	8	1,655	15	0	9,088	8	2	21,994	8	10	...	598	443	25	...	...	528	...
4	12	4,247	6	6	1,399	13	6	5,220	0	0	10,867	4	0	8 as. to 4 as.	283	304	...	...	...	327	56
5	6	3,778	2	0	392	3	3	3,280	0	0	7,450	5	3	6 to 8 as.	181	181	9	...	...	157	9
3	8	2,012	11	9	921	4	3	2,934	0	0	5,868	0	0	1 Re to 1½ a.	277	215	...	...	...	285	...
12	26	10,038	4	3	2,713	5	0	11,434	0	0	24,185	9	3	...	841	700	9	...	...	769	65
3	9	2,626	5	10	538	6	0	3,164	11	10	6,329	7	8	1 Re. to 1 a.	140	192	...	...	...	167	...
5	9	3,964	8	0	338	2	0	3,075	0	0	7,377	10	0	8 to 2 as.	161	203	...	...	...	165	...
8	18	6,590	13	10	876	8	0	6,239	11	10	13,707	1	8	...	301	395	...	...	...	332	...
27	74	27,879	3	9	5,245	12	0	26,762	4	0	59,887	3	9	...	1,740	1,538	34	...	...	1,624	65
5	...	5,000	0	0	5,071	0	0	5,071	0	0	15,142	0	0	...	110	40	...	...	...	...	...
32	74	32,879	3	9	10,316	2	0	31,833	4	0	75,029	3	9	...	1,850	1,578	34	...	...	1,624	65

Statement of Grant-in-aid Schools of the Middle Class

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					Number of pupils on rolls at close of the year.					
	Name of Institution.	General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average No. of pupils on rolls monthly.	Average daily attendance.
	Ambálah Circle.											
Ambálah ...	American Presbn. Mission School in Cant.	1	...	...	...	1	112	45	9	166	140	110
Sinla ...	American Presbn. Mission School, Sabáthú	1	...	...	...	1	41	17	...	58	48	42
Do. ...	Anglo-Vernacular School, Kasauli ...	1	...	...	...	1	30	4	1	35	37	29
Dehli ...	Anglo-Vernacular School, Nil-ká-Katrah ...	1	...	...	...	1	...	...	...	...	101	75
Do. ...	Anglo-Sanskrit School ...	...	1	...	...	1	94	7	1	102	78	57
Gurgáon ...	Vernacular School, Fírozpúr ...	1	...	...	...	1	74	42	1	117	107	91
Do. ...	Ditto Palwal ...	1	...	...	...	1	92	18	1	111	112	87
Do. ...	Ditto Farakhnagar ...	1	...	...	...	1	75	28	...	103	92	71
Do. ...	Ditto Sohnah ...	1	...	...	...	1	55	40	...	95	83	61
Rohtak ...	Anglo-Vernacular School, Jhajjar ...	1	...	...	...	1	95	28	...	123	127	99
Ludiánah ...	Vernacular School, Jagráon ...	1	...	...		1	86	57	6	149	185	167
Do. ...	Ditto Raikót ...	1	...	...	...	1	89	45	2	136	137	115
Do. ...	Ditto Khanna Kalán ...	1	...	...	...	1	84	12	39	135	119	104
	Total ...	12	1	...	...	13	927	343	60	1,330	1,366	1,108
	Lahore Circle.											
Jálandhar ...	American Presbn. Mission School in Cant.	1	...	...	...	1	48	34	1	83	78	68
Kángra ...	Church Mission School ...	1	...	...	...	1	57	9	5	71	70	61
Do.	Church Mission School, Dharmsálah ...	1	...	...	...	1	34	...	4	38	45	39
Do.	Anglo-Vernacular School, Kanyárá ...	1	...	...	...	1	21	2	5	28	26	21
Amritsar ...	Church Mission School, Jandiálah ...	1	...	...	...	1	59	35	8	102	103	86
Do. ...	Branch to Zil' School ...	1	...	...	...	1	33	17	9	59	59	56
Siálkót ...	Church of Scotland Mission School in the City	1	...	...	...	1	71	41	2	114	122	98
Do. ...	Ditto ditto in Cant.	1	...	...	...	1	42	32	1	75	88	79
Do. ...	Church Mission School, Nárowál ...	1	...	...	...	1	35	40	12	87	87	75
Lahore ...	Adult English School ...	1	...	...	...	1	50	13	4	67	64	39
Do. ...	American Presbyterian Mission Adult School	1	...	...	...	1	24	32	...	56	45	35
Do. ...	Anglo-Vernacular School, Mian Mír Cants.	1	...	...	...	1	33	29	...	62	78	51
Gujránwála ...	Church of Scotland Mission School, Wazírábád	1	...	...	...	1	72	40	...	112	116	93
Do. ...	American " Mission School, Gujránwála	1	...	...	...	1	246	176	5	427	469	384
Fírozpúr ...	Anglo-Vernacular School in the City ...	1	...	...	...	1	44	34	9	87	66	54
Do. ...	Ditto in Cantonment ...	1	...	...	...	1	104	26	6	136	131	101
Gurdáspúr ...	Regimental School, 4th Gurkhás, Bakloh ...	1	...	...	...	1	47	2	...	49	37	32
	Total ...	17	...	...	...	17	1,020	562	71	1,653	1,688	1,372
	Rávalpindi Circle.											
Derah Ismail Khán	Church Mission School ...	1	...	...	...	1	195	111	2	398	255	194
Bannú ...	Church Mission School ...	1	...	...	...	1	31	33	...	64	65	47
Peshawar ...	Church Mission School in Cantonments ...	1	...	...	...	1	57	21	3	81	89	66
Do. ...	Vernacular School in the City ...	1	...	...	...	1	98	135	14	247	230	182
Gujrát ...	Church of Scotland Mission School ...	1	...	...	...	1	36	84	...	122	118	98
	Total ...	5	...	...	...	5	417	384	21	822	757	587
	Multán Circle.											
Multán ...	Church Mission School in the City ...	1	...	...	...	1	63	50	4	117	106	84
Do. ...	Church Mission School, Shujáhábád ...	1	...	...	...	1	108	19	...	127	143	115
Do. ...	Anglo-Vernacular School, Multán Cants. ...	1	...	...	...	1	54	34	...	88	97	76
Derah Ghází Khán	Vernacular School, Jámpúr ...	1	...	...	...	1	62	27	2	91	72	68
Do. ...	Ditto Choti ...	1	...	...	...	1	10	57	...	67	75	67
Do. ...	Ditto Mangrotha ...	1	...	...	...	1	29	33	...	62	60	50
Do. ...	Anglo-Vernacular School, Rájanpúr ...	1	...	...	...	1	67	45	...	112	104	82
Jhang ...	Anglo-Vernacular School, Maghiánah ...	1	...	...	...	1	153	64	14	231	226	197
Do. ...	Ditto Shorkót ...	1	...	...	...	1	69	23	...	92	94	69
Do. ...	Vernacular School, Ahmadpúr ...	1	...	...	...	1	65	30	1	96	103	82
Do. ...	Ditto Chiniot ...	1	...	...	...	1	115	60	2	177	176	151
	Total ...	11	...	...	...	11	795	442	23	1,260	1,256	1,041
	Grand Total ...	45	1	...	...	46	3,159	1,731	175	5,065	5,067	4,108
Schools for European children.	Lahore High School ...	...	...	...	1	1	...	...	36	36	29	24
	Sir Henry Lawrence Memorial Asylum, Murree	...	...	...	1	1	...	...	126	126	126	123
	Grand Total of Middle Class Schools ...	45	1	...	2	48	3,159	1,731	337	5,227	5,222	4,255

for the year 1872-73.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From Grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdú.	Hindi (Nágri).	Hindi (Landé, Mahájani, &c.).	Arabic.	Persian.	Sanskrit.
1	8	762	1	1	301	4	9	960	0	0	2,023	5	10	1 Re. to 1 ana	166	166	...	...	...	107	...
1	2	287	1	0	72	5	0	360	0	0	720	0	0	2 to 1 ana ...	56	37	*Roman* 52	...	...	21	...
...	1	318	8	0	...	...	...	300	0	0	618	8	0	2 to 1 ana ...	17	35	4	...	...	24	...
...	...	433	5	5	196	1	0	652	12	3	1,282	2	8	...	Closed	from	October	1872.			
...	7	1,152	0	0	261	3	0	1,407	12	0	2,820	15	0	3 Rs. to 1 ana	102	102	...	...	...	102	102
...	3	605	9	5	1	5	0	334	12	0	941	10	5	8 to 1 ana ...	...	117	19	...	...	16	...
...	3	397	4	1	3	8	0	373	4	0	774	0	1	2 to 1 ana ...	...	80	31	...	...	32	...
...	3	342	15	6	1	0	0	314	15	6	658	15	0	2 to 1 ana ...	...	72	31	...	...	30	...
...	3	383	6	9	8	0	0	371	6	9	762	13	6	4 to 1 ana ...	...	71	21	...	...	27	...
...	4	618	0	0	71	12	6	600	0	0	1,289	12	6	4 to 1 ana ...	15	91	32	...	...	35	...
...	3	242	11	6	104	6	0	347	0	0	694	1	6	2 to 1 ana ...	...	149	...	...	...	55	...
...	3	226	5	0	68	6	0	294	11	0	589	6	0	Ditto ...	...	136	...	...	...	31	...
...	3	215	15	0	58	10	0	284	3	0	558	12	0	Ditto ...	...	135	...	...	...	37	...
2	43	5,985	2	9	1,148	7	3	6,600	12	6	13,734	6	6	...	356	1,191	193	...	...	557	102
1	3	683	0	0	157	0	0	840	0	0	1,680	0	0	4 to 1 ana ...	83	38	...	...	...	45	...
2	2	1,049	7	6	55	6	6	1,080	0	0	2,184	14	0	3 anas to 6 pies	44	53	15	...	...	23	...
1	...	207	5	0	32	2	6	180	0	0	419	7	6	2½ to ½ ana ...	35	12	...	...	...	3	...
...	1	185	0	0	...	...	...	125	0	0	310	0	0	...	3	27	...	...	...	9	...
1	4	863	4	3	65	0	0	500	0	0	1,428	4	3	1 ana ...	32	102	...	26	...	33	...
...	2	7	10	0	42	6	0	50	0	0	100	0	0	6 to 4 anas ...	59	59	...	...	...	59	...
4	4	2,218	0	9	209	1	3	1,940	0	0	4,388	12	0	8 to 1 ana ...	78	36	...	...	12	65	...
1	5	492	8	0	175	12	0	600	0	0	1,268	4	0	Ditto ...	48	45	...	...	...	57	...
2	5	1,052	7	0	65	3	0	600	0	0	1,717	10	0	2 to 1 ana ...	46	80	...	21	...	40	...
...	3	...	...	...	360	10	0	360	0	0	720	10	0	3 Rs. to 6 anas	67	...	...	...	...	...	...
1	6	253	8	0	106	8	0	360	0	0	720	0	0	3 anas ...	56	...	...	...	...	...	...
...	5	840	0	0	96	0	0	840	0	0	1,776	0	0	2 to 1 ana ...	42	62	...	...	...	42	...
2	5	785	4	0	210	13	6	940	0	0	1,936	1	6	8 to 1 ana ...	53	59	...	...	...	53	...
...	11	3,174	12	2	182	8	9	1,015	0	0	4,372	4	11	1 Re. to 3 pies	173	219	...	100	...	173	...
...	5	1,034	15	9	200	11	0	(a) 1,349	12	8	2,585	7	5	8 to 1 ana ...	87	87	...	...	...	87	...
...	6	403	0	0	146	15	0	540	0	0	1,089	15	0	1 Re. to 1 ana	45	117	19	...	...	92	...
...	3	408	8	1	75	0	5	475	9	0	959	1	6	1 Re. to 1½ ana	49	49	39	...	...	10	...
15	70	13,658	10	6	2,202	11	11	11,795	5	8	27,656	12	1	...	980	1,045	73	149	12	791	...
2	10	2,635	9	2	315	4	0	2,500	0	0	5,450	13	2	2 Rs. to 3 pies	100	276	...	41	...	123	...
...	4	1,211	3	0	63	1	9	900	0	0	2,174	4	9	8 anas to 3 pies	31	58	...	...	...	30	...
1	4	982	10	3	116	15	0	745	0	0	1,844	9	3	4 to 1 ana ...	81	81	...	...	...	42	...
...	8	965	9	5	58	0	6	927	11	8	1,951	5	7	8 anas to 6 pies	...	202	8	15	4	55	22
2	5	1,218	11	1	80	3	4	240	0	0	1,538	14	5	3 to 1 ana ...	37	122	...	...	...	62	...
5	31	7,013	10	11	633	8	7	5,312	11	8	12,959	15	2	...	249	739	8	56	4	312	22
1	6	1,530	8	9	75	5	9	1,240	0	0	2,845	14	6	1 ana ...	57	117	...	...	6	99	...
...	4	805	4	3	40	0	0	420	0	0	1,265	4	3	4 anas to 6 pies	20	53	...	81	...	25	...
...	4	362	4	10	218	15	9	581	5	1	1,162	9	8	2 Rs. to 1 ana	47	59	...	...	...	40	...
...	3	...	...	...	...	...	...	732	8	0	732	8	0	8 to 2 anas ...	...	66	...	25	...	27	...
...	3	...	...	...	...	...	...	468	12	0	468	12	0	Ditto ...	...	67	...	...	...	28	...
...	2	42	0	0	...	...	...	485	0	0	527	0	0	Ditto ...	...	62	...	...	...	31	...
...	3	42	0	0	...	...	...	1,326	0	0	1,368	0	0	Ditto ...	22	68	...	44	...	32	...
...	6	1,005	0	10	...	...	...	720	0	0	1,725	0	10	1 to 2 anas ...	75	231	...	...	...	124	...
...	5	570	6	0	...	...	...	480	0	0	1,050	6	0	Ditto ...	48	92	...	...	...	68	...
...	4	300	6	0	...	...	...	300	0	0	600	6	0	Ditto ...	...	96	...	...	...	66	...
...	4	374	14	0	...	...	...	300	0	0	674	14	0	Ditto ...	...	177	...	...	...	105	...
1	44	5,032	12	8	334	5	6	7,053	9	1	12,420	11	3	...	269	1,088	...	150	6	645	...
23	188	31,690	4	10	4,319	1	3	30,762	6	11	66,771	13	0	...	1,854	4,063	274	353	22	2,305	124
2	...	749	14	8	2,446	8	0	2,153	8	0	5,349	14	8	...	36	36	...	...	...	8	...
6	1	11,785	9	10	2,936	1	0	19,753	6	8	34,475	1	6	...	126	30	...	...	...	...	...
31	189	44,225	13	4	9,701	10	3	52,669	5	7	1,06,596	13	2	...	2,016	4,129	274	353	22	2,313	124

(a) Includes Rs. 168-4-8 expended in Scholarships.

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		For what religion.					*No. of pupils on rolls at the close of the year.*						*Teachers.*	
NAME OF INSTITUTION.		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.
	Ambálah Circle.													
Ambálah ...	American Presbn. Mission Branch Schools, City	3	...	...	...	3	37	92	18	147	163	135	1	9
Ditto ...	Ditto ditto Cantonment ...	1	...	...	...	1	97	27	...	124	122	103	1	3
Ditto ...	Branches of Zil' School, Jagádhrí ...	5	...	...	...	5	422	43	19	484	462	351	...	13
Ditto ...	Ditto ditto Rúpar ...	3	...	...	...	3	214	61	10	285	271	216	...	6
Ludiánah ...	American Presbn. Mission Branch Schools ...	4	...	...	...	4	59	112	...	172	170	128	3	8
Simla ...	Church Mission Schools, Kótgarh ...	8	...	...	...	8	128	...	5	133	115	96	2	8
Ditto ...	Native Schools, Sanáwar ...	1	...	...	...	1	...	...	...	...	19	12	...	...
Dehli ...	S. P. G. Mission Branch Schools ...	4	...	...	...	4	267	35	11	313	337	232	1	14
Ditto ...	Vernacular Schools (Branches to Zil' School)	5	...	...	...	5	327	80	2	409	375	296	...	16
Karnál ...	Branches of Zil' School ...	3	...	...	...	3	101	53	...	154	170	135	...	7
Gurgáon ...	Branches of Zil' School, Rewárí ...	5	...	...	...	5	221	88	...	309	289	246	...	7
Ditto ...	Vernacular School, Sháhjahánpúr ...	1	...	...	...	1	31	8	...	39	39	30	...	1
Hissár ...	Branches of Zil' School, Bhiwání ...	4	...	...	...	4	284	10	...	294	329	226	...	6
Rohtak ...	Ditto ditto Rohtak ...	4	...	...	...	4	166	138	1	305	328	225	...	8
Dehli ...	(a). S. P. G. Mission Schools for low-caste boys	9	...	...	...	9	20	6	193	219	229	93	8	3
Simla ...	(a). Branch to Zil' School ...	1	...	...	...	1	14	4	...	18	30	20	...	1
	Total ...	61	...	...	...	61	2,388	758	259	3,405	3,448	2,544	16	110
	Lahore Circle.													
Jálandhar...	American Presbn. Mission Branch Schools ...	2	...	...	...	2	78	97	...	175	171	152	2	4
Ditto ...	Branches of Zil' School, Ráhon ...	4	...	...	...	4	243	68	...	311	274	217	..	8
Hoshiárpúr	Ditto ditto Hoshiárpúr ...	5	...	...	...	5	166	100	4	270	301	249	...	13
Kángra ...	Church Mission Branch School ...	1	...	...	...	1	37	7	...	44	35	27	1	1
Ditto ...	Branches of Zil' School, Núrpúr ...	4	...	...	...	4	174	63	1	238	231	168	...	10
Amritsar ...	Church Mission Branch Schools ...	6	...	...	...	6	596	7	...	603	639	527	2	12
Ditto ...	Branches of Zil' School ...	7	...	...	...	7	679	254	162	1,095	1,132	950	...	33
Gurdáspúr...	Branches of Zil' School, Batálah ...	5	...	...	...	5	187	132	14	333	367	306	...	13
Lahore ...	American Presbn. Mission Branch Schools ...	19	...	...	...	19	731	323	...	1,054	1,005	835	2	57
Ditto ...	Lower Department Zil' School and Branches	5	...	...	...	5	122	219	11	352	357	275	...	13
Firozpúr ...	Branches of Middle School ...	4	...	...	...	4	267	117	26	410	401	320	...	11
Gujránwála	Branches of Zil' School ...	3	...	...	...	3	104	92	15	211	215	166	...	9
Kángra ...	(a). Primary Schools, British Lahaul ...	6	...	...	...	6	Returns not received.							
Ditto ...	(a). School at Kailang ...	1	...	...	...	1								
Jálandhar ...	(a). Ibráhím's School ...	1	...	...	...	1	2	33	...	35	41	33	...	2
Gurdáspúr...	(a). Muhammad Alí's School at Fatehgarh ...	1	...	...	...	1	Details not recvd.			90	91	82	...	2
Ditto ...	(a). School at Dalhousie ...	1	...	...	...	1	...	...	...	...	16	13	...	...
	Total ...	75	...	...	...	75	3,386	1,512	223	5,221	5,276	4,320	7	188
	Ráwalpindi Circle													
Ráwalpindi	American Presbn. Mission Branch Schools...	3	...	...	...	3	92	46	9	147	124	95	3	5
Gujrát ...	Branches to Zil' School ...	4	...	...	...	4	150	129	20	299	385	337	...	11
Peshawar ...	Church Mission Branch School ...	1	...	...	...	1	30	65	...	95	134	93	...	5
Ditto ...	Regimental School Corps of Guides, Mardán	1	...	...	...	1	4	18	12	34	32	26	...	2
Kohát ...	Branch to Zil' School ...	1	...	...	...	1	26	42	10	78	93	65	...	2
Jhelam ...	Lower Department of Zil' School ...	1	...	...	...	1	78	83	4	165	131	120	...	3
	Total ...	11	...	...	...	11	380	383	55	818	899	736	3	26
	Multán Circle.													
Multán ...	Branches of Zil' School ...	5	...	...	...	5	181	49	5	235	264	213	...	11
Jhang ...	Ditto ...	2	...	...	...	2	139	42	2	183	175	153	...	3
D. G. Khán	Primary Schools ...	25	...	...	...	25	322	512	...	834	786	648	...	28
Ditto ...	Branches of Zil' School ...	5	...	...	...	5	205	128	3	336	369	320	...	11
Sháhpúr ...	Bhera Zil' School, Lower Dept., and Branches	3	...	...	...	3	130	36	3	169	154	100	...	4
	Total ...	40	...	...	...	40	977	767	13	1,757	1,748	1,434	...	57
	Grand Total ...	187	...	...	...	187	7,131	3,420	560	11,201	11,371	9,034	26	381
	Free School, Lahore ...	...	...	...	1	1	...	...	46	46	41	33	1	...
	Grand Total Lower Class Schools ...	187	...	...	1	188	7,131	2,020	606	11,247	11,412	9,067	27	381

(a).—Schools thus (a) marked are aided under Art. XIV of the Grant-in-aid Rules.

Lower Class for the year 1872-73.

15	16	17	18	19	20	21	22	23	24	25	26	27
Expenditure.					*No. of pupils instructed in.*							
From private sources.	From fees.	From Grant-in-aid.	Total.	Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí).	Hindí (Lande, Mahájaní, &c).	Arabic.	Persian.	Sanskrit.	REMARKS.
599 12 1	78 4 3	360 0 0	1,038 0 4	2 anas to 6 pies.	28	75	...	15	...	57	...	
217 3 0	63 1 0	240 0 0	520 4 0	1 ana to 6 pies.	...	52	...	72	...	10	...	
431 6 4	384 2 0	913 11 11	1,729 4 3	4 to 1 ana.	...	484	...	384	...	79	...	
270 0 0	84 7 3	337 4 0	691 11 3	6 to 1 ana.	...	161	32	98	...	40	...	
299 7 9	94 14 3	300 0 0	694 6 0	1 ana to 6 pies.	114	147	...	...	...	25	...	
1,955 0 0	... ...	360 0 0	2,315 0 0	Nil.	13	25	133	...	...	...	...	
75 14 0	8 2 0	60 0 0	144 0 0	...	Temporarily closed since Sep. 1872.							
1,036 0 0	353 8 0	1,380 0 0	2,769 8 0	4 to 2 anas.	203	313	...	...	...	19	...	
1,157 8 0	475 2 0	1,530 0 0	3,162 10 0	8 to 2 anas.	...	409	...	...	...	146	...	
480 0 0	160 5 0	652 1 7	1,292 6 7	4 to 1 ana.	...	132	22	...	...	47	...	
720 0 0	216 7 8	897 11 10	1,834 3 6	1 Re. to 6 pies.	...	309	...	...	...	58	...	
116 10 6	24 0 0	116 10 6	2,57 5 0	1 ana.	...	22	17	...	...	7	...	
469 10 6	106 0 0	457 4 6	1,032 15 0	1 ana.	...	71	...	223	...	23	...	
504 0 0	290 6 0	480 0 0	1,274 6 0	4 as. to 1 ana.	...	237	36	32	...	44	...	
607 0 0	11 4 6	275 0 0	893 4 6	...	12	23	184	...	...	...	...	
17 0 0	... ...	203 0 0	220 0 0	...	...	15	3	...	...	5	...	Rs. 203 were expended from private subscriptions in 1870-71 and 1871-72, to which an equivalent was allowed by Govt. this year.
8,956 8 2	2,349 15 11	8,562 12 4	19,863 4 5	...	370	2,475	427	824	...	560	...	
151 0 0	59 0 0	210 0 0	420 0 0	1 ana to 6 pies.	...	66	...	...	...	109	...	
360 2 3	259 1 0	584 13 2	1,204 0 5	3 to 1 ana.	...	246	...	95	...	83	...	
600 0 0	245 10 0	842 4 2	1,687 14 2	8 to 1 ana.	...	270	...	...	...	80	...	
123 5 6	7 12 9	120 0 0	251 2 3	1 ana to 6 pies.	...	22	22	...	...	...	...	
720 0 0	102 12 3	816 4 2	1,639 0 5	4 as. to 3 pies.	...	162	82	1	...	42	15	
1,488 15 9	341 14 6	1,620 0 0	3,450 14 3	1½ to ½ ana.	105	289	...	569	...	...	...	
2,375 11 4	1,791 7 6	3,892 0 0	8,05[illegible] 2 10	1 Re. to 1 ana.	...	714	...	381	...	174	...	
600 0 0	297 14 6	839 15 8	1,737 14 2	8 as. to 6 pies.	...	321	12	...	...	61	...	
1,415 1 4	1,083 8 3	2,100 0 0	4,598 9 7	6 pies.	800	637	...	414	...	357	...	
599 8 0	625 11 0	1,120 2 7	2,34[illegible] 5 7	1 Re. to 2 as.	...	352	...	...	...	111	...	
585 0 3	306 12 9	869 13 11	1,761 10 11	4 to 1 ana.	...	253	32	139	...	90	8	
560 0 0	253 3 0	746 5 5	1,559 8 5	2-8 Rs. to 1 ana.	...	162	...	49	...	72	...	
Not known		200 0 0	200 0 0	...	...	...	...	...	...	...	...	Grand-in-aid drawn to November 1873 only.
Not known		225 0 0	225 0 0	...	...	...	...	...	...	...	...	
... ...	17 4 0	180 0 0	197 4 0	1 ana.	...	35	...	...	...	22	...	
... ...	... ...	216 0 0	216 0 0	...	Details not received.							
22 0 0	9 12 6	31 12 6	63 9 0	4 to 2 anas.	...	...	...	...	...	...	...	Govt. grant paid for July to October 1872, and the statistics for those months *only* received.
9,600 12 5	5,401 12 0	14,614 7 7	29,617 0 0		905	3,529	148	1,648	...	1,201	23	
338 14 10	193 5 9	532 1 4	1,064 2 11	8 anas to 6 pies.	101	118	...	...	...	37	...	
430 0 0	455 10 6	552 0 0	1,437 10 6	10 to 1 ana.	...	298	...	72	...	102	...	
873 3 0	20 9 0	445 0 0	1,338 12 0	6 pies.	30	95	...	...	...	50	...	
138 4 0	... ...	138 4 0	276 8 0	1 Re. to 4 anas.	7	24	...	...	...	3	...	
124 7 6	... ...	114 7 0	238 14 6	1 Re. to 1 ana.	...	78	...	...	...	26	...	
213 15 7	201 0 [illegible]	225 3 6	640 3 1	ditto.	...	165	...	...	...	67	...	
2,118 9 11	870 9 3	2,006 15 10	4,996 3 0	...	138	778	...	72	...	285	...	
960 0 0	188 4 6	756 0 0	1,904 4 6	8 to 1 ana.	...	235	...	...	...	45	...	
150 0 0	67 2 3	149 10 10	366 13 1	2 to 1 ana.	...	131	31	38	...	55	26	
1,128 4 0	... ...	3,876 3 7	5,004 7 7	Nil.	...	834	...	...	...	392	...	
720 0 1	373 14 7	719 15 11	1,813 14 7	1 Re. to 1 ana.	...	286	...	50	...	69	...	
362 0 0	63 5 6	251 14 4	677 3 10	2 anas to 6 pies.	...	116	12	...	...	41	...	
3,320 4 1	692 10 10	5,753 12 8	9,766 11 7	...	...	1,602	43	88	...	602	26	
23,996 2 7	9,315 0 0	30,938 0 5	64,249 3 0	...	14,13	8,384	618	2,632	...	2,648	49	
300 0 0	104 0 0	300 0 0	704 0 0	...	46	...	...	...	...	...	...	
24,296 2 7	9,419 0 0	31,238 0 5	64,953 3 0	...	1,459	8,384	618	2,632	...	2,648	49	

Statement of Grant-in-aid Female Schools

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		For what religion.					*No. of pupils on rolls at the close of the year.*						*Teachers.*	
NAME OF INSTITUTION.		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.
	Ambálah Circle.													
Simla ...	American Presbn. Mission School, Sabáthú	1	...	...	...	1	11	7	1	19	17	14	1	1
" ...	Church Mission Schools, Kótgarh ...	3	...	...	...	3	16	...	5	20	19	17	1	2
Dehli ...	S. P. G. Mission Schools	4	...	...	...	4	...	108	...	108	108	87	1	7
" ...	S. P. G. Mission Zanána Classes ...	1	...	...	...	1	38	60	2	100	94	94	8	1
Karnál ...	Schools at Kythal	...	1	1	...	2	31	13	6	50	47	35	...	2
Hissár ...	School at Hissár	1	...	...	...	1	10	...	...	10	15	8	...	1
Rohtak ...	School at Bahádargarh	...	...	1	...	1	...	22	...	22	21	15	...	4
Gurgáon ...	School at Rewárí	...	...	1	...	1	...	22	...	22	44	30	...	1
Dehli ...	S. P. Female Industrial School ...	1	...	...	...	1	...	17	...	17	18	15	1	1
	TOTAL	11	1	3	...	15	105	249	14	363	383	315	12	20
	Lahore Circle.													
Jálandhar ...	Hindú Female Schools	...	30	...	...	30	615	1	...	616	616	552	...	30
Hoshiárpúr ...	American Presbyterian Mission School ...	...	1	...	...	1	50	...	...	50	46	32	...	2
Kangrá ...	Church Mission School	1	...	...	...	1	16	1	1	18	31	26	2	...
" ...	District Schools	...	7	1	...	8	142	8	...	150	150	112	...	8
Amritsar ...	Church Mission Orphanage	1	...	...	...	1	4	6	17	27	28	24	3	...
" ...	Lady Lawrence Girls' Schools... ...	10	...	...	...	10	61	61	160	282	274	224	1	9
" ...	Primary Female Schools in the City ...	...	22	12	...	34	750	332	...	1,082	1,113	802	...	34
Lahore ...	Ditto ditto ...	...	5	3	...	8	87	59	...	146	150	121	...	8
Fírozpúr	City Schools	...	...	3	...	3	...	89	1	89	81	55	...	3
Siálkót ...	District Schools	...	19	30	...	49	...	638	63	1,076	1,423	898	...	49
Gujránwála ...	City Schools	...	3	4	...	7	75	107	...	182	195	157	...	7
	TOTAL	12	87	53	...	152	2,175	1,302	241	3,718	4,107	3,003	6	150
	Ráwalpindi Circle.													
Ráwalpindí ...	American Presbyterian Mission School ...	...	1	...	...	1	61	...	...	61	61	43	1	4
" ...	Bédí Khém Singh's Schools	...	27	5	...	32	930	137	...	1,067	1,334	1,057	...	38
Jhelam ...	Ditto ditto	...	16	2	...	18	608	70	...	678	898	736	...	19
Peshá̄war ...	Church Mission Schools	2	...	...	...	2	16	81	6	103	103	75	4	8
	TOTAL	2	44	7	...	53	1,615	288	6	1,909	2,396	1,911	5	69
	Multán Circle.													
Multán ...	Church Mission Schools	5	...	...	...	5	...	66	...	66	68	60	1	5
...	Hindú Female School	1	...	...	...	1	...	...	...	...	12	11	...	...
	TOTAL	6	...	...	...	6	...	66	...	66	80	71	1	5
	GRAND TOTAL	31	132	63	...	226	3,895	1,905	261	6,061	6,966	5,300	24	244
European Schools ...	Panjáb Girls' School, Simla	...	...	...	1	1	...	...	48	48	53	53	5	...
	Roman Catholic Female Orphanage, Simla	...	...	...	1	1	...	...	109	109	100	100	11	...
	Naulakha Girls' School	...	...	...	1	1	...	...	20	20	27	18	2	...
	Girls' High School, Lahore	...	...	...	1	1	...	...	...	...	7	5	...	...
	Murree-*cum* Ráwalpindi School ...	...	...	...	1	1	...	...	31	31	28	27	2	...
	Mayo Industrial School, Simla ...	...	...	...	1	1	...	...	27	27	26	26	3	...
	Anárkali Girls' School ...	...	...	...	1	1	...	...	37	37	30	26	2	...
	Gujránwála Girls' School	...	...	...	1	1	...	...	20	20	20	19	2	...
	GRAND TOTAL GIRLS' SCHOOL...	31	132	63	8	234	3,895	1,905	553	6,353	7,257	5,574	51	244

of the Lower Class for the year 1872-73.

15	16	17	18	19	20	21	22	23	24	25	26	27
Expenditure.					*Number of pupils instructed in*							
From private sources.	From fees.	From Grants-in-aid.	TOTAL.	Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nágri).	Hindi (Landé. Mahájani, &c).	Arabic.	Persian.	Sanskrit.	
								Roman.				
180 0 0	... ...	180 0 0	360 0 0	...	...	8	12	5	...	...	...	
153 0 0	... ...	120 0 0	273 0 0	...	...	...	20	...	...	...	...	
1,157 2 0	... ...	1,020 0 0	2,177 2 0	...	...	108	...	...	...	...	...	
								Bengali.				
5,116 8 6	... ...	1,440 0 0	6,556 8 6	...	...	62	8	30	...	...	...	
144 0 0	... ...	144 0 0	288 0 0	...	..	14	30	6	...	...	...	
61 10 4	... ...	61 10 4	123 4 8	...	...	...	10	...	...	...	...	
95 8 0	... ...	94 4 0	189 12 0	...	...	22	...	...	...	3	...	
176 14 0	... ...	176 14 0	353 12 0	...	...	22	...	...	...	3	...	The two schools at Farrakhnagar closed from Jany. 1873.
397 4 6	... ...	300 0 0	697 4 6	...	Girls employed on manual labor.							
7,481 15 4	... ...	3,536 12 4	11,018 11 8	...	...	236	80	41	...	6	...	
1,226 9 0	... .	1,176 9 0	2,403 2 0	...	...	...	386	158	...	...	72	
192 0 0	... .. .	192 0 0	384 0 0	...	...	...	46	4	...	...	...	
184 8 3	... ...	180 0 0	364 8 3	...	...	18	...	...	..	...	...	
242 8 0	... ...	250 8 0	493 0 0	...	...	14	135	...	...	7	..	
770 7 6	... ...	720 0 0	1,490 7 6	...	19	27	...	...	...	...	...	
1,721 3 6	... .	1,092 0 0	2,813 3 6	...	...	61	37	221	.	..	...	
3,057 12 0	... .	3,057 12 0	6,115 8 0	...	...	268	164	586	...	64	...	
1,747 14 4	... ...	1,747 14 2	3,495 12 6	...	...	59	70	17	...	...	...	
160 1 0	... ...	160 1 0	320 2 0	...	...	89	...	...	...	2	...	
3,116 0 9	... .	3,116 1	6,232 1 9	...	...	683	391	2	...	114	2	
455 0 0	...	420 0 0	875 0 0	...	...	49	...	75	36	22	...	
12,874 0 4	... .	12,112 13 2	24,986 13 6	...	19	1,268	1,229	1,063	36	209	74	
202 9 6	... ..	202 9 3	405 2 9	...	...	...	10	* 61	...	...	...	*Gurmukhí.
2,632 0 0	... .	2,004 0 0	4,636 0 0	...	...	89	...	† 962	13	10	15	† Gurmukhí 915
1,368 8 0	... .	1,698 0 0	3,066 8 0	...	...	70	608	...	70	...	...	Landé ... 47.
1,354 8 0	...	745 0 0	2,099 8 0	...	..	101	...	...	...	24	...	
5,557 9 6	... . ..	4,649 9 3	10,207 2 9	...	...	260	618	1,023	83	34	15	
351 7	... ...	300 0 0	651 5 6	...	...	66	...	...	...	...	...	
85 0 6 0	... .	85 0 0	170 0 0	...	Closed from 1st January 1873.							
436 7 6	... .	385 0 0	821 5 6	...	...	66	...	...	...	...	...	
26,349 14 8	... .	20,684 2 9	47,034 1 5	...	19	1,830	1,927	2,127	119	249	...	
									French			
... ..	3,826 7 0	3,783 3 2	7,609 10 2	...	48	...	...	...	4	...	...	
2,628 0 ...	.. ..	2,250 0 0	4,878 0 0	...	109	...	...	..	...	...	...	
1,137 0 0	477 8 0	1,080 0 0	2,694 8 9	...	20	...	...	...	...	...	...	
11 0 9	205 0 0	180 0 0	399 0 0	...	...	...	...	...	...	.	..	Closed from July '72.
366 0 0	2,686 4 0	2,969 0 0	6,021 4 0	...	31	...	...	...	...	...	...	
544 12 0	123 0 0	577 12 6	1,245 9 0	...	27	...	...	...	...	...	...	
... . 6	1,183 0 0	840 0 0	2,023 0 0	...	37	...	...	...	...	...	...	
538 0 ... 0	... .	440 0 0	978 0 0	...	20	...	...	...	..	...	...	
31,577 11 11	8,501 3 0	32,804 2 5	72,883 1 4	...	311	1,830	1,927	2,127	123	249	...	

Statement of Grant-in-aid Normal

1		2	3	4	5	6	7	8	9	10	11
NAME OF INSTITUTION.		*For what religion.*					*Numbers of pupils on rolls at close of the year.*				Average No. of pupils on the rolls monthly.
		General.	Hindús.	Muhammadans.	Christians.	TOTAL.	Hindús.	Muhammadans.	Others.	TOTAL.	
	Ambálah Circle.										
Dehli ..	S. P. G. Mission Female Normal School	1	..	..	..	1	53	14	1	68	61
	Lahore Circle.										
Lahore ..	Female Normal School	1	..	..	..	1	33	35	..	68	66
Amritsur ..	Do. Do. ..	1	..	..	..	1	23	13	..	36	38
Ditto	Christian Vernacular Education Society's Normal School ..	1	..	..	..	1	15	3	6	24	24
Siyálkot ..	Female Normal School	1	..	..	..	1	4	7	..	11	11
Jálandhar ...	Indian Female Normal School ..	1	..	..	..	1	18	25	..	43	36
	TOTAL ..	5	..	..	..	5	93	83	6	182	175
	GRAND TOTAL ..	6	..	..	..	6	146	97	7	250	236

Schools for the year 1872-73.

12	13	14	15			16			17			18			19	20	21	22	23	24	25	26
	Teachers.		*Expenditure.*													*Number of pupils instructed in*						
Average daily attendance.	Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			TOTAL.			Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Máhájaní, &c).	Arabic.	Persian.	Sanskrit.
47	3	7	2,384	5	6	..	..	..	1,800	..	..	4,184	5	6	*Nil.*	15	..	53	..	..	5	..
																			Gurmukhi.			
53	..	6	888	6	9	..	..	..	5,288	0	0	6,176	6	9		..	35	19	19	..	6	..
32	..	3	1,200	0	0	..	..	..	5,160	0	0	6,360	0	0	*Nil.*	..	13	7	16	..	13	..
21	1	2	3,174	11	9	..	..	..	1,800	0	0	4,974	11	9		1	2	..	..	12	24	..
10	1	2	1,353	9	9	..	..	..	1,353	9	9	2,707	3	6		..	7	4	..	..	5	..
33	1	3	1,200	0	0	..	..	..	1,200	0	0	2,400	0	0		..	25	18	..	..	10	..
149	3	16	7,816	12	3	..	..	..	14,801	9	9	22,618	6	0	..	1	82	48	35	12	58	..
196	6	23	10,201	1	9	..	..	..	16,601	9	9	26,802	11	6	..	16	82	101	35	12	63	..

Statement of Indigenous Schools in the

1	2	3	4	5	6	7			8		
		No. of pupils on the rolls.							*Expen-*		
DISTRICT.	Number of Schools	Hindús.	Muhammadans.	Others	TOTAL.	From private sources.			From fees.		
Ambálah Circle.											
Dehli ..	32	334	195	..	529	575	0	0	746	0	0
Gurgáon ..	33	487	87	..	574	36	8	0	70	6	0
Karnál ..	45	269	341	1	611	41	12	0	..	..	..
Rohtak ..	37	291	198	..	489	..	..	..	954	0	0
Hissár ..	16	675	25	..	700	..	..	..	1,317	0	0
Sirsa ..	41	204	264	53	521	888	0	0	..	..	..
Ambálah ..	114	567	769	15	1,351	36	15	0	111	2	0
Ludiánah ..	116	785	589	12	1,386	90	2	0	452	0	0
Simla ..	1	..	25	..	25	..	..	..	..	..	..
Total ..	435	3,612	2,493	81	6,186	1,668	5	0	3,650	8	0
Lahore Circle.											
Lahore ..	291	1,226	2,252	49	3,527	2,378	0	0	2,823	0	0
Fírozpúr ..	75	316	576	26	918	..	..	..	332	0	0
Gujránwála ..	213	1,131	1,566	14	2,711	3,263	8	0	2,443	0	0
Amritsar ..	128	844	702	291	1,837	220	8	0	..	..	..
Gurdáspúr ..	62	140	491	41	672	649	0	0	..	..	..
Siálkót ..	301	1,114	2,127	33	3,274	1,131	4	0	430	4	0
Júlandhar ..	345	*a* 3,558	..	..	3,558	3,240	4	0	..	..	..
Hoshiárpúr ..	235	*a.* 2,736	..	..	2,736	5,146	0	0	420	0	0
Kángra ..	7	70	21	..	91	60	0	0	..	..	..
Total ..	1,657	11,135	7,735	454	19,324	16,088	8	0	6,448	4	0
Ráwalpindi Circle.											
Ráwalpindi ..	305	858	3,169	223	4,250	2,799	0	0	434	0	0
Jhelam ..	512	731	4,398	20	5,149	18,979	0	0	..	..	..
Gujrát ..	493	944	2,362	222	3,528	..	..	..	..	..	..
Pesháwar ..	15	153	235	42	430	..	..	..	38	8	0
Kohát ..	43	25	493	25	543	..	..	..	..	..	..
Bannú ..	71	243	682	7	932	..	..	..	..	..	..
Derah Ismail Khán ..	89	359	522	..	881	125	0	0	..	..	..
Hazárá ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	1,528	3,313	11,861	539	15,713	21,903	0	0	472	8	0
Multán Circle.											
Derah Ghází Khán ..	132	405	908	..	1,313	..	..	..	..	..	..
Muzaffargarh ..	63	300	560	..	860	1,779	0	0	..	..	..
Multán ..	23	206	166	32	404	258	0	0	..	..	..
Montgomery ..	38	187	256	16	459	162	0	0	..	..	..
Jhang ..	123	510	1,019	140	1,669	2,085	8	0	379	4	0
Sháhpúr ..	155	466	2,377	..	2,843	4,229	0	0	..	..	..
Total ..	534	2,074	5,286	188	7,548	8,513	8	0	379	4	0
GRAND TOTAL ..	4,154	20,134	27,375	1,262	48,771	48,173	5	0	10,950	8	0

Panjáb for the year 1872-73.

9	10	11	12	13	14	15	16	17	18
diture.		*No. of persons instructed in*							
From Government.	TOTAL.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landé, Mahájaní).	Arabic.	Persian.	Sanskrit.	
.. .. ..	1,321 0 0	..	35	4	286	132	72	..	
.. .. ..	106 14 0	..	26	168	194	39	137	10	
.. .. ..	41 12 0	..	..	39	153	305	55	59	
.. .. ..	954 0 0	..	19	13	178	75	165	39	
.. .. ..	1,317 0 0	..	9	..	608	1	82	..	
.. .. ..	888 0 0	..	11	10	249	217	34	..	
.. .. ..	148 1 0	..	8	38	236	625	240	204	
.. .. ..	542 2 0	..	20	66	495	524	61	220	
.. .. ..	..	..	..	..	..	25	..	..	
.. .. ..	5,318 13 0	..	128	338	2,399	1,943	846	532	
.. .. ..	5,201 0 0	282	243	134	598	1,857	374	39	
.. .. ..	332 0 0	5	9	26	246	535	75	22	
.. .. ..	5,706 8 0	..	216	201	340	1,092	865	..	
.. .. ..	220 8 0	..	102	250	337	476	391	281	
.. .. ..	649 0 0	..	152	..	74	228	427		
.. .. ..	1,561 8 0	..	266	78	323	1,418	1,149	43	
.. .. ..	3,240 4 0	..	199	175	518	1,993	461	212	*a.* Including Muhammadans and others.
.. .. ..	5,566 0 0	..	67	80	366	921	1,279	61	
.. .. ..	60 0 0	..	..	..	15	..	64	12	
.. .. ..	22,536 12 0	287	1,254	944	2,817	8,590	5,085	674	
.. .. ..	3,233 0 0	..	54	192	449	2,588	827	140	
.. .. ..	18,979 0 0	..	16	589	111	1,495	2,887	31	
.. .. ..	..	..	83	..	583	1,255	1,193	414	
.. .. ..	38 8 0	..	..	51	129	177	73	..	
.. .. ..	..	..	..	25	..	449	69	..	
.. .. ..	..	..	..	..	126	708	44	24	
.. .. ..	125 0 0	4	79	163	121	320	170	24	
.. .. ..	..	..	..	..	..	..	..	..	
.. ..	22,375 8 0	4	232	1,020	1,519	6,992	5,263	633	
.. .. ..	..	..	17	..	362	608	322	4	
.. .. ..	1,779 0 0	..	..	..	244	322	208	86	
.. .. ..	258 0 0	..	..	..	168	133	71	32	
.. .. ..	162 0 0	..	..	..	155	136	155	13	
.. .. ..	2,464 12 0	..	11	69	340	639	549	61	
.. .. ..	4,229 0 0	..	15	290	..	2,181	357	..	
.. .. ..	8,892 12 0	..	43	359	1,269	4,019	1,662	196	
.. .. ..	59,123 13 0	291	1,657	2,661	8,004	21,544	12,856	2,035	

Statement showing the number of pupils in each class of Zil' Schools in the beginning and at the close of 1872-73.

	Number of pupils in each class at the close of 1871-72.													Number of pupils in each class at the close of 1872-73.												
	Upper Dept.				*Middle Department.*					*Lower Dept.*				*Upper Dept.*				*Middle Department.*					*Lower Dept.*			
	9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Totl.	2nd Class.	1st Class.	Total.	Grand Total.	9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Total.	2nd Class.	1st Class.	Total.	Grand Total.
Dehli Zil' School	17	27	65	109	34	35	44	60	173	...	...	...	282	25	35	46	108	36	31	67	52	186	...	...	...	294
„ Anglo-Arabic School ...	...	...	...	...	...	7	16	35	58	49	95	144	202	...	...	5	*5	...	8	15	42	65	47	153	200	270
Rewárí Zil' School ...	...	...	...	...	12	9	24	51	96	...	...	...	96	...	...	...	...	10	14	38	73	135	...	...	...	135
Karnál Ditto ...	...	...	...	...	5	6	11	19	41	...	...	...	41	...	...	...	...	8	5	15	40	68	...	...	...	68
Jagádhrí Ditto ...	...	...	...	...	11	9	10	16	46	...	...	...	46	...	...	...	...	4	13	16	28	61	...	...	...	61
Rúpar Ditto ...	...	...	...	...	5	7	18	15	45	...	...	...	45	...	...	...	...	5	10	19	21	55	...	...	...	55
Simla Ditto ...	...	...	...	...	...	4	4	13	21	15	22	37	58	...	...	...	...	...	4	5	14	23	23	29	52	75
Bhiwání Ditto ...	...	...	...	...	4	7	7	20	38	...	...	...	38	...	...	...	...	7	4	13	17	41	...	...	...	41
Rohtak Ditto ...	...	...	...	...	4	6	12	26	48	...	...	...	48	...	...	...	...	6	6	15	35	62	...	...	...	62
Total ...	17	27	65	109	75	90	146	255	566	64	117	181	856	25	35	53	113	76	95	203	322	696	70	182	252	1,061
Lahore Zil' School ...	16	25	33	74	20	18	23	54	115	...	...	...	189	24	17	26	67	26	24	42	84	176	...	...	...	243
„ Anglo-Oriental School	...	...	46	46	...	...	...	...	...	...	...	...	46	...	...	34	34	...	...	...	...	...	...	...	...	34
Amritsar Zil' School ..	8	16	16	40	24	39	57	123	243	...	...	...	283	15	17	33	65	31	38	86	72	227	...	...	...	292
Batálah Ditto ..	...	...	...	...	12	...	17	27	56	...	...	...	56	...	...	...	...	...	10	16	53	79	...	...	...	79
Hoshiárpúr Ditto ..	...	...	14	14	10	13	37	47	107	...	...	...	121	...	11	13	24	10	16	35	93	154	...	...	...	178
Ráhon Ditto ...	...	...	...	...	7	15	14	26	62	...	...	...	62	...	...	...	...	12	12	19	40	83	...	...	...	83
Núrpúr Ditto ...	...	...	...	...	4	7	11	25	47	...	...	...	47	...	...	...	...	7	10	15	26	58	...	...	...	58
Gujránwála Ditto ...	...	...	...	...	9	10	8	32	59	...	...	...	59	...	...	...	...	11	10	24	37	82	...	...	...	82
Gurdáspúr Ditto ..	Was maintained as Aided School.												...	...	...	...	...	9	35	31	17	92	33	41	74	166
Total ..	24	41	109	174	86	102	167	334	689	...	...	...	863	39	45	106	190	106	155	268	422	951	33	41	74	1,215
Gujrát Zil' School	...	...	...	...	7	11	22	62	102	...	...	...	102	5	7	8	20	11	22	57	101	191	...	...	...	211
Abbottábád Ditto	...	...	...	...	...	...	4	9	13	19	38	57	70	...	...	...	...	...	...	10	14	24	20	32	52	76
Kohát Ditto	...	...	...	...	...	10	5	15	30	...	...	...	30	...	...	...	...	4	3	9	19	35	...	...	...	35
Jhelam Ditto	...	...	...	...	5	10	10	35	60	...	...	...	60	...	...	...	...	10	6	18	29	63	...	...	...	63
Total	...	...	...	...	12	31	41	121	205	19	38	57	262	5	7	8	20	25	31	94	163	313	20	32	52	385
Multán Zil' School	...	...	...	...	8	5	10	49	72	...	...	...	72	...	...	...	...	3	6	31	50	90	...	...	...	90
Derah Ghází Khán ..	...	...	...	...	9	11	18	33	71	...	...	...	71	...	...	...	...	15	18	22	37	92	...	...	...	92
Jhang	...	...	...	...	4	8	19	27	58	...	...	...	58	...	...	...	...	8	11	31	26	76	...	...	...	76
Bherah	...	...	...	...	2	3	9	27	41	...	...	...	41	...	...	...	...	...	5	11	33	49	...	...	...	49
Total ..	...	...	...	...	23	27	56	136	242	...	...	...	242	...	...	...	...	26	40	95	146	307	...	...	...	307
Grand Total ..	41	68	174	283	196	250	410	846	1,702	83	155	238	2,223	69	87	167	323	233	321	660	1,053	2,267	123	255	378	2,968

* Included in Middle School Returns.

Statement showing the number of pupils in each Class of Middle Vernacular Schools at the beginning and at the close of 1872-73

District.	No of pupils	No. of pupils in each class at the close of 1871-72.								No of Schools.	No. of pupils in each class at the close of 1872-73.							
		1st Class	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class	No. of pupils reading only English	Total.		1st Class.	2nd Class	3rd Class.	4th Class.	5th Class.	6th Class.	No. of pupils reading only English.	Total.
Delhi	5	233	77	42	25	20	6	...	403	5	228	83	42	26	26	9	...	414
Gurgáon	2	99	26	22	11	6	4	...	168	2	141	43	11	12	7	2	...	216
Karnál	3	341	107	50	20	23	7	...	148	4	226	49	82	25	41	18	...	441
Hissár	1	68	10	8	4	2	1	8	101	2	74	43	12	4	4	3	...	140
Rohtak	4	318	66	22	17	17	10	2	452	4	344	80	41	29	18	6	...	518
Sirsa	1	118	16	13	4	1	...	...	152	2	158	36	25	5	7	5	...	236
Ambálah	8	517	129	95	68	35	16	...	860	10	568	153	76	58	47	15	...	917
Ludiánah	5	153	50	38	26	45	...	...	312	7	201	63	31	32	33	17	...	377
Total ...	29	1,847	481	290	175	148	44	10	2,996	36	1,940	550	320	191	183	75	...	3,259
Jálandhar ...	5	236	127	62	55	43	25	...	548	5	249	123	69	40	36	29	...	546
Hoshiárpúr	7	345	161	125	56	29	4	...	720	8	378	193	111	90	30	18	...	820
Kángra ...	4	235	64	36	22	21	3	...	381	4	270	71	38	30	3	1	...	413
Amritsar	3	145	69	28	41	12	...	...	295	6	341	121	92	23	35	8	...	620
Gurdáspúr	5	369	137	102	39	16	...	...	663	5	346	173	93	42	34	10	...	698
Siálkót	7	399	115	88	69	36	12	...	719	8	360	143	102	52	51	50	...	778
Lahore	4	230	67	67	41	18	...	...	423	4	417	75	33	24	10	...	...	559
Gujránwála	3	218	41	23	34	7	...	...	323	1	61	41	14	13	14	1	...	144
Firozpúr		Were returned as aided Schools.								4	171	79	49	25	15	16	...	355
Total ...	38	2,177	781	531	357	182	44	...	4,072	45	2,593	1,019	601	359	228	133	..	4,932
Ráwalpindi	2	188	41	24	16	11	10	...	290	2	194	37	29	16	8	10	...	294
Jhelam	2	115	45	22	17	6	4	...	209	2	109	38	30	15	8	5	...	205
Gujrát	2	52	43	23	25	22	13	...	178	2	95	41	25	28	21	22	...	232
Total ...	6	355	129	69	58	39	27	...	677	6	398	116	84	59	37	37	..	731
Multán	1	14	16	22	6	5	2	...	65	5	210	114	55	59	30	14	...	482
Montgomery	3	174	36	26	17	12	...	...	265	3	81	62	36	16	10	4	...	209
Muzaffargarh	2	169	35	19	17	6			249	2	146	28	20	15	9	2	...	220
Total ...	6	357	87	67	40	23	2	3	579	10	437	204	111	90	49	20	..	911
Grand Total ...	79	4,736	1,478	957	630	393	117	13	8,324	97	5,368	1,889	1,116	699	497	265	...	9,834

Statement showing the number of Pupils studying in each class of Government Primary Schools of each District at the beginning and at the close of 1872-73.

District.	Number of Schools.	No. of Pupils in each class at the close of 1871-72.						No. of Schools.	No. of pupils in each class at the close of 1872-73.						
		1st Class.	2nd Class.	3rd Class.	4th Class.	No. of pupils reading only English.	Total.		1st Class.	2nd Class.	3rd Class.	4th Class.	No. of pupils reading only English.	Total.	
Dehli ...	33	598	169	101	82	...	950	32	724	207	99	(a) 52	...	1,082	(a) Includes 6 boys shown in the District Returns as belonging to 5th class,
Gurgáon ...	45	1,047	195	88	54	...	1,384	43	915	326	124	54	...	1,419	
Karnál ...	49	762	136	89	32	...	1,019	42	781	224	99	48	...	1,152	
Hissár ...	15	495	42	29	8	...	574	16	354	102	39	13	...	508	
Rohtak ...	30	780	104	42	21	...	947	32	995	128	62	35	...	1,220	
Sirsa ...	10	492	32	22	5	9	560	9	341	61	18	7	...	430	
Ambálah ...	65	2,134	406	201	217	...	2,958	58	1,812	396	192	(b) 112	...	2,512	(b) Includes 19 boys as above,
Ludiánah ...	46	549	180	163	58	...	950	46	630	213	131	47	...	1,021	
Simla ...	3	71	15	15	11	...	112	3	102	26	10	5	...	143	
Total ...	296	6,928	1,279	750	488	9	9,454	281	6,654	1,686	774	373	...	9,187	
Jálandhar ...	52	1,280	498	290	144	...	2,212	52	1,350	462	311	213	...	2,336	
Hóshiárpúr ...	71	1,913	619	311	135	..	2,981	70	1,906	641	306	153	...	3,006	
Kángra ...	39	1,146	337	98	18	...	1,599	40	1,269	340	93	33	...	1,735	
Amritsar ...	51	1,371	538	281	142	...	2,332	57	1,517	493	231	(c) 100	...	2,341	(c) Includes 4 boys as above.
Gurdáspúr ...	85	2,500	1,018	252	65	...	3,835	87	2,200	1,002	455	126	..	3,783	
Siálkót ...	69	1,984	494	346	312	...	3,136	65	1,757	549	391	336	...	3,033	
Lahore ...	35	1,244	139	63	4	...	1,450	35	993	243	125	66	...	1,427	
Gujránwála ...	43	1,418	289	157	26	...	1,920	35	1,051	451	227	(d) 114	...	1,843	(d) Includes 8 boys as above,
Fírozpúr ...	30	567	204	114	64	...	949	27	734	157	94	71	...	1,056	
Total ...	478	13,453	4,136	1,915	910	...	20,414	468	12,777	4,338	2,233	1,212	...	20,560	
Ráwalpindi ...	39	1,761	356	261	175	...	2,553	52	2,587	440	269	168	...	3,459	
Jhelam ...	37	1,560	155	293	203	3	2,514	36	1,342	465	338	270	...	2,415	
Gujrát ...	37	1,241	543	345	435	...	2,564	37	1,388	461	319	462	...	2,630	
D. Ismail Khán ...	14	681	103	46	17	...	847	17	807	76	29	20	...	932	
Bannú ...	16	451	89	33	16	...	589	19	503	81	25	6	...	615	
Peshúwar ...	24	386	137	54	6	...	583	24	558	65	31	3	...	657	
Kohát ...	4	63	17	7	5	...	92	2	40	17	32	...	...	89	
Hazárá ...	2	47	12	6	2	...	67	2	82	6	10	4	...	102	
Total ...	173	6,190	1,712	1,045	859	3	9,809	189	7,307	1,611	1,053	928	...	10,899	
Multán ...	32	1,088	251	102	49	...	1,490	28	699	217	133	30	...	1,079	
Montgomery ...	13	404	94	20	13	...	531	12	372	108	45	21	...	546	
Jhang ...	18	570	170	73	42	...	855	18	491	186	106	83	...	866	
Muzaffargarh ...	19	434	87	41	14	...	579	19	391	112	39	19	...	571	
Dhahpúr ...	28	906	232	116	43	...	1,297	27	780	199	134	(e) 63	...	1,176	(e) Includes 14 and 2 boys stated in the District returns to belong to 5th and 6th classes,
Total ...	110	3,402	834	355	161	...	4,752	104	2,733	822	461	216	...	4,232	
Grand Total ...	1,057	29,973	7,961	4,065	2,418	12	44,429	1,042	29,171	8,457	4,521	2,729	...	45,178	

Statement showing the Position, Salary or Income of College Students who matriculated previous to December 1872, and left College during the year 1872-73.

No.	Name.	School from which matriculated.	Year in which matriculated.	Nature of employment.
	Matriculated Students of Calcutta University.			
1	Atmá Rám ...	Amritsar Collegiate School	1867	Head Master Middle School Hoshiárpúr, on Rs. 90 p. m.
2	Bihárí Lál ...	Lahore Zil' School ...	1867	In search of employment.
3	W. A. Harris ...	Do. ...	1866	Do.
4	Kirpá Rám ...	Amritsar Collegiate School	1867	Offg. Asst. Master of the Zil' School Lahore, on duty in the College as Asst. Professor, on Rs. 75 per mensem.
5	Rám Diál ...	Jálandhar Mission School	1868	Holding 50 Rs. scholarship at Thomasôn Civil Engineering College Rurki
6	Sheo Diál ...	Ludiánah Mission School	1868	Do. Do. Do.
7	Hukam Chand ...	Dehli Zil' School ...	1868	Studying Law at Lahore
8	Ságar Mal ...	Jálandhar Mission School	1867	At present studying at the Thomason Civil Engineering College Rurki
9	Bhawání Dás ...	Lahore Mission School	1869	Teacher in the Zil' School Lahore, on Rs. 40 per mensem.
10	Dayá Rám, (D. G. Khán)	Multán Zil' School ...	1869	Clerk in Director's Office, on Rs. 50 per mensem.
11	Gobínd Rám ...	Lahore Zil' School ...	1869	Teacher in Gujrát Zil' School, on Rs. 45 per mensem.
12	Najaf Alí ...	Jálandhar Mission School	1868	Teacher in Jhelam Zil' School, on Rs. 50 per mensem.
13	Sardárí Lál ...	Lahore Zil' School ...	1869	Librarian Lahore Government College.
14	Ganeshí Lál ...	Amritsar Collegiate School	1868	Teacher Gujrát Zil' School, on Rs. 45 per mensem.
15	Jogindro Náth ...	...	1869	Student Thomason Civil Engineering College Rurkí.
16	Kishn Gopál ...	Amritsar Zil' School ...	1869	Teacher Cant. School Fírozpúr, on Rs. 40 per mensem.
17	Gulám Muhammad ...	Gujrát Zil' School ...	1870	Teacher in Gujrát Zil' School, on Rs. 40 per mensem.
18	Nizám Dín ...	Jálandhar Mission School	1870	Without employ.
19	Jowalá Singh ...	Amritsar Mission School	1870	In service of Mahárájah of Patiálah, on Rs. 50 p m.
20	Lachhman Dás ...	Ráwalpindi Mission School	1871	Student Medical College Lahore.
21	Sundar Mal ...	Do. ...	1869	Do. Do.
22	Ram Singh, II (*a*) ..	Amritsar Mission School	1871	Apprentice Geological Survey Calcutta, on Rs. 30 p m.
23	Jwalá Parshád ...	Agra College ..	1866	Apprentice in Judge's Court Mirat.
24	Madan Gopál, M. A. ...	Dehli Zil' School ...	1867	Fellow and Lecturer Panjáb University College on Rs. 160 per mensem.
25	Baij Nath, B. A. ...	Do. ...	1868	Controller's Office, Lahore, on Rs. 80 per mensem.
26	Bábú Mal, B. A. ...	Do, ...	1868	Joined Rurkí College.
27	Jagdísh Rái ...	Do. ...	1868	Do.
28	Shámjas Rái, B. A ...	St. Stephen's College Dehli	1867	
29	Káshí Náth ...	Dehli Zil' School ...	1867	Asst. Master at Alwar High School, on Rs. 60 p. m.
30	Kunj Bihárí Lál ...	Do. ...	1867	
31	Shaháb-úd-dín ...	Gujrát Zil' School ...	1869	Asst. Master at Gujrát School, on Rs. 50 per mensem.
32	Shúgan Chand ...	Dehli Zil' School ...	1868	Do. Anglo-Sanskrit School, on Rs. 30 per mensem.
33	Mádho Naráin ...	Do. ...	1869	Computor at Derah Doon, on Rs 70 per mensem.
34	Panna Lál ...	Do. ...	1869	Do. Do. Do.
35	Narsingh Dás ...	Rewárí Zil' School ...	1869	Asstt. Master at Alwar Thákar School, on Rs. 40 p m.
36	Badrí Parshád ...	Do.	1869	
37	Jotí Parshád ...	St. Stephen's College Dehli	1867	
38	Baij Náth ...	Moradábad School ...	1869	Asst. Master at Karnál School, on Rs. 40 per mensem.
39	Rám Chand ...	Dehli Zil' School ...	1870	Employed by a Native Raís.
40	Hardeo Dás ...	St. Stephen's College ...	1870	
41	Shakespear Abel ...	Do. ...	1869	
42	Pandit Prán Náth ...	Dehli Zil' School ...	1870	
43	Pandit Jai Naráin ...	Do. ...	1870	
44	Bhola Náth ...	St. Stephen's Collge ...	1870	Store-Keeper at Chakrata.
45	Ganésh Singh ...	Moradábád School ...	1870	
46	Bhágírath Parshád ...	St. Stephen's College ...	1870	
47	Bihárí Lál ...	Dehli Zil' School ...	1870	
48	Krishna Chandra ...	Agra College ...	1870	
49	Chandan Lál ...	St. Stephen's College ...	1870	
50	Bishambar Náth ...	Dehli Zil' School ...	1871	Asst. Master in Alwar Thákar School, on Rs. 25 p m.
51	Motí Lál Ghos ...	Chinsara School ...	1870	
52	Panna Lál ...	St. Stephen's College ...	1871	
53	Kundan Lál (*a*) ...	Do. ...	1871	
	Matriculated Students of Panjáb University College.			
54	Amolak Rám ...	Private Student ...	1871	In search of employment.
55	Kirpá Rám ...	Lahore Govt. School ...	1871	Teacher Amritsar Zil' School, on Rs. 30 per mensem.
56	Trilochan Dás ...	Lahore Zil' School ...	1871	Vakíl of Rajáh Kapúrthala, on Rs. 60 per mensem.
57	Vasdeo ...	Amritsar Zil' School ...	1872	Clerk in Deputy Commissioner's office on Rs. 35 p. m.
58	Dobindro Náth ...	Mission School Lahore	1872	Dead.
59	Harí Chand ...	Siálkót Mission School	1872	In search of employment.
60	Harnám Dás ...	...	1872	Panjáb Bank, on Rs. 15 per mensem.

(*a*) Have passd also Entrance Examination of Panjáb University College.

Statement showing how the students who matriculated in 1872 are employed.

No.	Name.	School.	Nature of employment.
	Calcutta University Entrance Examination held in November 1872.		
1	Durgá Parshád ...	Delhi Zil' School ...	Student Government College, Dehli.
2	Mohan Lál * ...	Ditto ...	Ditto
3	Molak Rám * ...	Ditto ...	Ditto
4	Fakír Chand Vaish * ...	Ditto ...	Ditto
5	Harkarn Dás ...	Ditto ...	Ditto
6	Muhammad Imám * ...	Ditto ...	Ditto
7	Triveni Lál ...	Ditto ...	Ditto
8	Káshí Rám ...	Amritsar Zil' School ...	Student Government College, Lahore.
9	Isar Dás ...	Ditto ...	Ditto
10	Lál Chand ...	Ditto ...	Ditto
11	Thákar Dás ...	Ditto ...	Ditto
12	Harjas Rái ...	Ditto ...	Ditto
13	Abby Singh ...	St. Stephen's College, Dehli	Student Government College, Dehli.
14	Kanhyá Lál * ...	Ditto ...	Ditto
15	Madan Gopál ...	Ditto ...	Ditto
16	Rám Chandra ...	Ditto ...	Ditto
17	G. A. Night ...	Bishop Cotton School, Simla	Still studying in the School.
18	W. Laird ...	Ditto ...	Not known.
19	Baniá Mal ...	Ludiánah Mission School	Student Government College, Lahore.
20	Kishn Chand ...	Ditto ...	Ditto
21	Muhammad Aslám ...	Pesháwar Mission School	Ditto
22	Sundar Dás ...	Ráwalpindi Ditto ...	Ditto
	Panjáb University College Entrance Examination held in April 1872.		
1	Sheo Lál ...	Dehli Zil' School ...	Entered Government College Dehli.
2	Bishambar Náth ...	Ditto ...	Ditto
3	Abdul Aziz ...	Ditto ...	Ditto
4	Muhammad Hasan ...	Ditto ...	Ditto
5	Alopí Parshád ...	Ditto ...	Ditto
6	Saudágar Mal ...	Ditto ...	Ditto
7	Dhán Singh ...	Ditto ...	Ditto
8	Ahmad Bég ...	Ditto ...	Ditto
9	Sayad Násar Alí ...	Ditto ...	Ditto
10	Bashéshar Náth ...	Ditto ...	Ditto
11	Kundan Lál ...	Ditto ...	Ditto
12	Bhagwán Singh ...	Ditto ...	Ditto
13	Girdhárí Lál ...	Government College, Dehli	Student Government College, Dehli.
14	Sháh Muhammad ...	Jálandhar Mission School	Student Government College, Lahore.
15	Ahmad Hasan ...	Siálkót Scotch Mission School	Ditto
16	Wásdeo ...	Amritsar Zil' School ...	Entered the Lahore College, but got employment afterwards at Amritsar Deputy Comr's. office.
17	Harí Chand ...	Siálkót Scotch Mission School	Student Government College, Lahore.
18	Harpat ...	Lahore Mission School ...	Clerk S. P. & D. Railways on Rs. 20 per month.
19	Dobindro Náth ...	Ditto ...	Entered the Lahore College, but died.
20	Kanwar Bahádar ...	Dehli Mission School ...	Is without employment.
21	Imám-úd-dín ...	Ráwalpindi Normal School	Teacher in Gujrát Zil' School on Rs. 15 p. m.
22	Qází Ghulám Hasan ...	Ditto ...	Do. at Rajar, in Sháhpúr District, on „ 10 „
23	Karm Chand ...	Ditto ...	Do. Gújar Khán, in Ráwalpindi „ „ 15 „
24	Méghráj ...	Ditto ...	Do. Choya, Do. „ 10 „
25	Ranbáz Khán ...	Ditto ...	Do. Goriwála, in Bannú District, on „ 15 „
26	Thákar Dás ...	Ditto ...	Teacher in Kohát Zil' School on „ 10 „
27	Chokhá Nand ...	Ditto ...	Do. at Ahmadzái in Bannú District, on „ 10 „
28	Núr-úd-dín, II ...	Lahore Oriental College ...	Not known.
29	Sheogopál ...	Ditto ...	
30	Gújar Mal ...	Ditto ...	
31	Ghulám Alí ...	Ditto ...	
32	Diláwar Khán ...	Ditto ...	

* Also passed the Panjáb University College Examination.

Statement showing the Government Scholarships awarded to College Students during 1872-73.

Name of Scholars.	College at which held.	Class.	Monthly value of Scholarship.
Senior Scholarships.			
Múlráj	Lahore	3rd year ..	30
Ladhá Rám	Do.	Do. ..	28
Junior Scholarships.			
Molak Rám	Dehli	1st year ..	15
Mohan Lál	Do.	Do. ..	13
Faqír Chand	Do.	Do. ..	12
Káshí Rám	Lahore	Do. ..	11
Thákar Dás	Do.	Do. ..	11
Durga Parshád	Dehli	Do. ..	10
		Total Rs. ..	130

Statement showing the number of Students of Zil' Schools who have obtained employment during 1872-73.

	No. of students who have obtained employment in the Educational Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	Total.	Average Salary.		
					Rs.	A.	P.
Dehli	2	..	5	7	17	0	0
Rohtak	..	1	2	3	16	0	0
Jagádhrí	..	5	..	5	22	0	0
Rúpar	..	..	1	1	12	0	0
Lahore	1	1	6	8	17	0	0
Amritsar	1	..	5	6	19	0	0
Hoshiárpúr	..	1	1	2	25	0	0
Batálah	2	..	1	3	9	0	0
Núrpúr	..	1	..	1	10	0	0
Gujránwála	1	...	3	4	12	0	0
Gujrát	..	..	1	1	16	0	0
Kohát	..	..	1	1	10	0	0
Abbottábád	..	...	1	1	5	0	0
Jhelam	2	..	..	2	5	0	0
Multán	..	..	6	6	20	0	0
Derah Ghází Khán	..	1	1	2	12	8	0
Bherah	..	..	1	1	10	0	0
Total ..	9	10	35	54	13	15	6

Statement showing the number of Students of Vernacular Schools who have obtained employment during 1872-73.

	No. of students who have obtained employment in the *Educational Department.*	No. of students who have obtained employment in the *Civil* Department	No. of students who have obtained employment in *other* Departments.	Total	Average Salary.		
					Rs.	A	P.
Ambálah ...	3	...	4	7	8	0	0
Dehli ...	3	...	4	7	10	0	0
Gurgáon ...	7	...	12	19	8	13	8
Karnál ...	9	...	4	13	10	0	0
Rohtak ...	1	1	3	5	9	0	0
Simla ...	...	...	1	1	10	0	0
Hissár ...	1	3	4	8	12	0	0
Ludiánah ...	1	...	1	2	9	0	0
Lahore ...	...	...	11	11	8	0	0
Amritsar ...	3	1	22	26	12	8	0
Jálandhar ...	2	1	9	12	7	8	0
Hoshiárpúr ...	13	2	13	28	7	0	0
Kángra ...	2	...	15	17	3	0	0
Fírozpúr ...	5	1	2	8	7	0	0
Siálkót ...	4	...	2	6	5	0	0
Gujránwála ...	2	...	6	8	8	4	0
Gurdáspúr ...	...	...	12	12	7	8	0
Ráwalpindi ...	7	...	19	26	6	0	0
Jhelam ..	6	1	27	34	7	0	0
Gujrát ...	5	...	8	13	7	8	0
Peshá̄war ...	...	...	15	15	8	0	0
Derah Ismail Khán ...	1	...	15	16	7	0	0
Bannú ...	1	...	19	20	6	4	0
Multán ...	6	...	5	11	7	8	0
Montgomery ...	...	...	2	2	8	8	0
Jhang ...	2	...		2	7	8	0
Muzaffargarh ...	...	...	2	2	5	8	0
Derah Ghází Khán ...	1	...	...	1	10	0	0
Sháhpúr ...	2	...	14	16	8	0	0
Total .	87	10	251	348	7	15	8

Statement of the Endowment and Building Funds of the Schools for European and Eurasian children, to which grants-in-aid are given by Government, under Lord Canning's Minute of October 1860, for the year 1872-73.

1		2	3	4	5	6	7	8
			Income during 1872-73.					
NAME OF INSTITUTION.		Balance on 1st April 1872.	From Government.	From Interest.	From private sources.	Total of Cols. 2, 3, 4, 5.	Expenditure during 1872-73.	Balance on 1st April 1873, *i. e.*, difference between Cols. 6 and 7.
Bishop Cotton School, Simla	Endowment Fund	99,712 3 9	...	5,392 15 10	...	1,05,105 3 7	5,013 7 11	1,00,091 11 8
	Building Fund	*a* 18,919 10 8	1,864 0 0	...	5,384 0 0	11,671 10 8	22,464 9 4	*a* 34,136 4 0
Lahore High School	Endowment Fund	Statements returned for correction not received back.						
	Building Fund							
Murree-*cum* Ráwalpindi School	Endowment Fund	...	...	...	...	...	...	...
	Building Fund	*b* 129 0 0	...	...	813 10 0	942 10 0	400 0 0	542 10 0
Henry Lawrence Memorial Asylum, Murree	Endowment Fund	1,51,000 0 0	...	...	...	...	...	1,51,000 0 0
	Building Fund	...	...	...	...	...	...	...
Panjáb Girls' School, Simla	Endowment Fund	...	...	...	...	...	...	...
	Building Fund	*a* 43,569 0 0	2,368 0 0	...	2,000 0 0	39,201 0 0	4,167 0 0	*a* 43,368 0 0
Mayo Industrial School, Simla	Endowment Fund	...	...	...	...	...	...	...
	Building Fund	...	15,000 0 0	...	*c* 17,937 11 4	32,937 11 4	...	32,937 11 4

(*a*). To debit.
(*b*). In the Report for 1871-72, this balance was shown to be Rs. 89, which Reverend Laing says was wrong.
(*c*). See letter dated 9th April 1873, from Secretary of the School.

Statement showing the Expenditure of public money during the year 1872-73 on Educational Buildings in the Panjáb.

Expenditure from Department Public Works Budget.	Rs.	A.	P.	Expenditure from Educational Budget.	Rs.	A.	P.
a. Repairs	15,794	12	4	*d.* Repairs to Government Buildings	5,753	2	4
b. Minor Works (up to Rs. 2,000)	22,330	12	2	*e.* Minor Government Buildings ...	5,297	4	0
c. Larger works (above Rs. 2,000)	1,03,637	9	6	*f.* Minor Grants-in-aid (Rs. 1,000 and under)	...	..	..
				g. Larger grants (above Rs. 1,000), see detail at foot	34,232	0	0
Total from Public Works Dept. Budget	1,41,769	2	0	Total from Educational Budget ...	45,282	6	4
				Grand Total outlay ...	1,87,051	8	4

a. Including Rs. 2,582 4 11 on account of Lawrence Military Asylum, Sanáwar, and Military Normal School, Kasauli.
b. „ „ 2,098 3 1 do. do.
c. „ „ 18,451 10 2 on account of Lawrence Military Asylum, Sanáwar.

Building grant to Roman Catholic Female Orphanage, Simla ...	Rs. 15,000	
Ditto to Panjáb Girls' School, Simla „	2,368	
Ditto to Bishop Cotton School, Simla „	1,864	
Ditto to Mayo Industrial School, Simla ... ... „ „	15,000	
		34,232

Return of Candidates passed for employment in the Educational Department during 1872-73.

No.	Names of passed candidates.	When and where examined.	Where educated.	Grade of certificate gained.
1	Nihál Khán	June 1872, Dehli ...	Dehli Normal School ...	2nd grade.
2	Shah Muhammad ...	Do. do. ...	Ditto ...	4th „
3	Sadr-úd-dín	Do. Lahore ...	Lahore Normal School	4th „